DOCUMENT RESUME

ED 148 518 32 RC 010 234

AUTHOR	Taylor, Y. A., Comp.
TITLE	Migrant Education. 1977 North Carolina State Evaluation Report.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	Nov 77
NOTE	97p.; For related document, see ED 131 967 ; Map on page 13/14 will not reproduce clearly
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Academic Achievement; Ancillary Services; Demonstration Programs; Elementary Secondary Education; Enrollment; Instructional Programs; Interagency Cooperation; Interstate Programs; *Migrant Education; Objectives; Program Effectiveness; *Program Evaluation; *State Programs; *Summer Programs; *Supplementary Education
IDENTIFIERS	*North Carolina

ABSTRACT

During the 1976-77 school year, the migrant program's priorities of program continuity, regular school term and summer projects for interstate and intrastate migrants, staff development activities, the Migrant Student Record Transfer System, and programs for formerly migratory children were met by 60 projects administered indirectly through 37 local education agencies. During the year, 12,124 migrant children were served. Regular school term projects focused on supplementing and reinforcing instruction in language arts and mathematics for elementary school students. Instruction was essentially tutorial in nature. Minimal health and social services were provided when other funding sources were inadequate or unavailable. Summer programs provided a full range of instructional and supportive services. Secondary school students were involved in prevocational and occupational instruction. Language arts, reading, and mathematics were emphasized in the elementary school. Instruction varied from tutorial to large group activities. All available information indicated the program was adequately meeting its objectives. Using project evaluations, test data, monitoring reports, and other documentation, this 1977 report presents data on the program objectives, new projects, enrollment, grade placement, instructional and supportive activities, program coordination, staff development and utilization, community involvement, dissemination, interstate planning, test results, exemplary programs, and state and local education agencies program management. (NQ)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

rec 09-01-78

ED148518

1977 MIGRANT EDUCATION

To EDRS
pp 4
30-31
are 11 X 8 1/2

State Evaluation Report

MIGRANT EDUCATION SECTION/DIVISION OF COMPENSATORY EDUCATION
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

RC 010234

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert E. Youngblood
for Migrant Education
NC State Dept of Educ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This publication is financed by funds provided by the Division of Education for the Disadvantaged, U. S. Office of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education and no official endorsement by the U. S. Office of Education should be inferred.

A. Craig Phillips
State Superintendent of Public Instruction

Jerome H. Melton
Deputy State Superintendent of Public Instruction

James T. Burch, Jr.
Assistant State Superintendent for Administrative Services

Robert J. Marley
Director, Division of Compensatory Education

Robert E. Youngblood
Director of Migrant Education

PREFACE

This is the eleventh annual migrant education program evaluation report. When the first of these evaluation reports was prepared, the State Director compiled a summary of information submitted by the LEAs. This compilation of information submitted to the U. S. Office of Education indicated that there were migrant education projects operating in 12 LEAs, that they served a total of 548 migrant children at an expenditure of $120,545.

The years between that first report and this eleventh report have been years of growth in the program and service to migrant children. The number of LEAs conducting special programs for migrant children has increased by a factor of three. There are presently 37 LEAs in the state which are conducting migrant projects. More important than the number of projects operating in the state are the number of children being served and the level of service they are receiving. These aspects of the program have increased by factors of 20, for now we are reporting more than 11,000 children enrolled in the program, and expenditures have reached more than two and a half million dollars.

Along with the growth of the program, changes in program administration and operation took place. Some of these changes involved the evaluation of the program. For two years the evaluation of the program was conducted under a contract with the Learning Institute of North Carolina. Following that it was carried out through an agreement between the migrant education section and the Division of Research in the Department of Public Instruction. Eventually the cycle made its complete round and the total responsibility of preparing the annual evaluation report was shifted back to the migrant education section where it was in the beginning.

This is the fourth year since the full responsibility of preparing the annual evaluation report was shifted back to the state migrant office. It is also the fourth year since the responsibility for preparing the local project evaluation reports was shifted to the local project director.

Information in this eleventh annual report relates to the 1976-77 school term projects and the 1977 summer projects. The information has been consolidated into one report in order to meet the federal requirements of an annual evaluation report. Every effort has been made to include all essential information while at the same time restricting the size of the report to that which is necessary to fulfill the federal requirements and make a maximum contribution to the improvement of future migrant education programs.

The contributions of Arch Manning and Dan Pratt are acknowledged with appreciation. It was only through their careful review of local project activities, knowledge of the impact of the local projects on the education of migrant children, and analysis of the local project evaluation reports that determinations could be made relating to the degree to which the local projects met their objectives, and the noteworthy and exemplary components of the local projects.

Y. A. Taylor is recognized for the outstanding work he did in compiling the information contained in this annual evaluation report and for organizing this tremendous volume of information so that it could be presented in a meaningful document.

Gratitude is also expressed to Beatrice Criner for her assistance in editing the manuscript and to Ellie Wren and Jewell Jeffreys for their work in typing and binding the publication.

Robert E. Youngblood

November, 1977

TABLE OF CONTENTS

Perface iii

Table of Contents v

Tables and Figures vii

Program Critique 1

Chapter I 5

- Introduction 5
- National Program Goals 7
- State Objectives 8
- Priorities of the State Program 9
- Program Development 10
- State Program Management 11
- New Projects 11
- Staff Development Activities 11

Chapter II 15

- Methods and Procedures 15
- Current Evaluation Procedures 16

Chapter III 17

- Children Served 17
- Grade Placement 17
- Instructional Activities 19
- Supporting Activities 21
- Coordination with other Programs 21
- Staff Utilization 22
- Community Involvement 23
- Interstate Planning 29
- Attainment of State Objectives 29
- Local Project Objectives 39
- Dissemination 44
- Other Findings 44

Chapter IV 47

- Program Focus 47
- Testing Results 47
- Exemplary Program Components 49

Chapter V 55

Special Testing Program 55

Pre-planning 55
Developing Objectives 55
Test Selection 56
Training Test Administrators 56
Testing, Scoring and Analyzing 56
Cultural Arts 57
Attitudes Toward Mathematics 57
Attitudes Toward Learning Processes 58
Attitudes Toward Language Arts 58
Metropolitan Achievements Tests 58

Chapter VI 61

Summary 61
Recommendations 61

SEA Program Management 62
LEA Project Management 64

Appendix 69

TABLES AND FIGURES

Tables

		Page
I	North Carolina's 1976 Migrant Education Program	6
II	Summer Migrant Project Schedules	20
III	Children Served By Classification - Regular Term	26
IV	Children Served by Category - Summer 1977	28
V	Number of Children Served by Age and Grade - Regular Term	30
VI	Number of Children Served by Age and Grade - Summer Term	31
VII	LEA Staff - Regular Term	34
VIII	LEA Staff - Summer 1977	36
IX	Ration of Pupils to Instructional Personnel - Summer 1977	37
X	Degree of Attainment of Local Project Objectives - Regular Term 1976-77	40
XI	Degree of Attainment of Local Project Objectives - Summer Term 1977	42
XII	Reading Status - Regular School Term	72
XIII	Mathematics Status - Regular School Term	74
XIV	Comprehensive Test of Basic Skills - Reading	75
XV	California Achievement Test - Reading	76
XVI	Iowa Test of Basic Skills - Reading	77
XVII	Wide Range Achievement Test - Reading	78
XVIII	California Achievement Test - Math	79
XIX	Wide Range Achievement Test - Math	80
XX	California Achievement Test - Reading	80
XXI	Comprehensive Test of Basic Skills - Math	81

XXII Special Summer Testing Program - Sex 82
XXIII Special Summer Testing Program - Race 82
XXIV Special Summer Testing Program - Grade Placement 83
XXV Special Summer Testing Program - Age 84
XXVI Special Summer Testing Program - Migrant Status 84
XXVII Special Summer Testing Program - Days Enrolled 84
XXVIII Special Summer Testing Program - Days in Attendance 84

Figures

I Location of Migrant Education Projects 4
II Regular School Term Migrant Enrollments - 1971-77 18
III Summer Term Migrant Enrollments - 1969-1977 18
IV Home-Base of Interstate Migrants - Regular School Term 24
V Home-Base of Interstate Migrants - Summer 1977 25
VI Reading Status - 1976-77 71
VII Mathematics Status - 1976-77 73
VIII Migrant Program Expenditures - 1975 85
IX Migrant Program Expenditures - 1976 86
X Migrant Program Expenditures - 1977 87

PROGRAM CRITIQUE

The priorities, in rank order, of the state migrant education program are:

1. Program continuity
2. Summer programs for interstate and intrastate migrant children
3. Regular school term programs for interstate and intrastate migrant children
4. Staff development activities
5. Migrant Student Record Transfer System
6. Programs for formerly migratory children

These priorities are met through the implementation of approximately 60 projects which are administered indirectly through local educational agencies. During the entire process related to delivering services to the migrant children, the state migrant office provides assistance and consultation. The major steps in providing educational services to the migrant include identification, recruitment, project development, project operation and project evaluation.

Program continuity ranks highest among the priorities in the North Carolina migrant education program. This priority was met through various strategies which included several efforts to coordinate the program in North Carolina with those in other states. The state was represented at the East Coast Regional Workshop at which 21 east coast states cooperated in the development of strategies to deliver some degree of continuum to the migrant child's instructional program.

Other examples of the interstate cooperation which have a bearing on the continuity of programs for interstate migrants can be cited as a result of the participation of the State Director and migrant staff personnel in national and regional conferences on migrant education.

Projects conducted during the summer for interstate and intrastate migrants have the second priority in the North Carolina migrant education program. During 1977 twenty-four (24) LEAs offered services to these students. These project had the following advantages over the regular school term projects: more adequate school facilities; better trained instructors; more available equipment and materials; more flexibility of scheduling, fewer curriculum restrictions; more positive community support, and more coordination with community agencies.

Regular school term projects are the third priority of the state migrant programs. Approximately 8,000 migrant students were served in 37 LEAs during the 1976-77 school year. These students were scattered throughout at least 100 separate schools. The mere logistics of delivering supplemental services to eligible students during the regular term is a determining factor of project design. Instructional services were rendered to students by all regular term projects. Each 1977 project used teachers or paraprofessionals (tutors/aides) for supplementary individual or small group instruction in areas of deficiency.

The majority of the projects emphasized remedial reading. Where well established Title I reading projects also served the migrant students, mathematics was a frequent offering. On the basis of needs assessment, projects provided instruction in social science and natural science in their offerings.

All of the local project evaluation reports indicated the successful attainment of a majority of their objectives (see Tables X and XI). This determination was based upon a large number of instruments which were used to document progress. Monitoring reports, achievement test scores, news releases, minutes of meetings, schedules of staff activities, and other instruments were all used to document the attainment of the project objectives.

Analysis of test results indicates an increase in achievement as compared to reported gains in previous years. It is apparent that much emphasis was placed on recruitment and enrollment of children in migrant education projects during 1976-77. There was an increase in the number of children served during both the regular school term and the summer term. This increase in enrollment was due in part to the initiation of three new projects during the year. The total enrollment figures would have been even higher if several counties with concentrations of migrant children had not declined to provide special services and projects for them.

During the regular school term some of the instruction was provided within the regular classroom. In most instances, however, the migrant teacher or tutor worked with individuals or small groups of students in areas set aside for this purpose. There was quite a range in the quality of the facilities available for these activities -- from shared office space to elaborately equipped learning labs. Lack of suitable instructional space was the most common weakness reported in the program. Occasionally the time required for the tutor to travel between schools was reported as a weakness.

Other problems cited as deterrents to successful programs were the lack of trained personnel to work in the project, the lack of parental interest and involvement in the educational program for the children, and the laxity observed in following the procedures and requirements of the Migrant Student Record Transfer System.

Some clerks had a tendency to accumulate a large number of student records before transmitting them to the terminal operators. Some records were transmitted with careless errors and incomplete update information on academic and supportive services received by the children.

Factors most often mentioned as project strengths were favorable teacher-pupil ratios, individualized instruction, and the cooperation of other agencies in providing for the supportive needs of the migrant families.

The staff development activities sponsored by the state migrant office were a significant factor in the success of the local projects. During the regular school term, workshops were sponsored to improve the competencies of the teachers and tutors in the areas of reading and methematics. The summer staff development efforts concentrated on reading, mathematics and cultural arts. Other staff development activities sponsored by the state migrant office included sessions for all program personnel in the procedures of the Migrant Student Record Transfer System.

In addition to the State sponsored workshops, each LEA project included some locally planned in-service education for their staff. The end result of these staff development activities has been the improvement of the local projects and better services to the migrant children who have been enrolled in the program.

The cooperation between the State migrant office and the LEAs is one of the strong points of the program. The services provided through the migrant consultants has resulted in a strong bond between the SEA and the LEAs and an outstanding rapport with local project administrators and school officials. This understanding and cooperation has made it possible to bring about necessary changes in local project designs with a minimum amount of confusion and frustration.

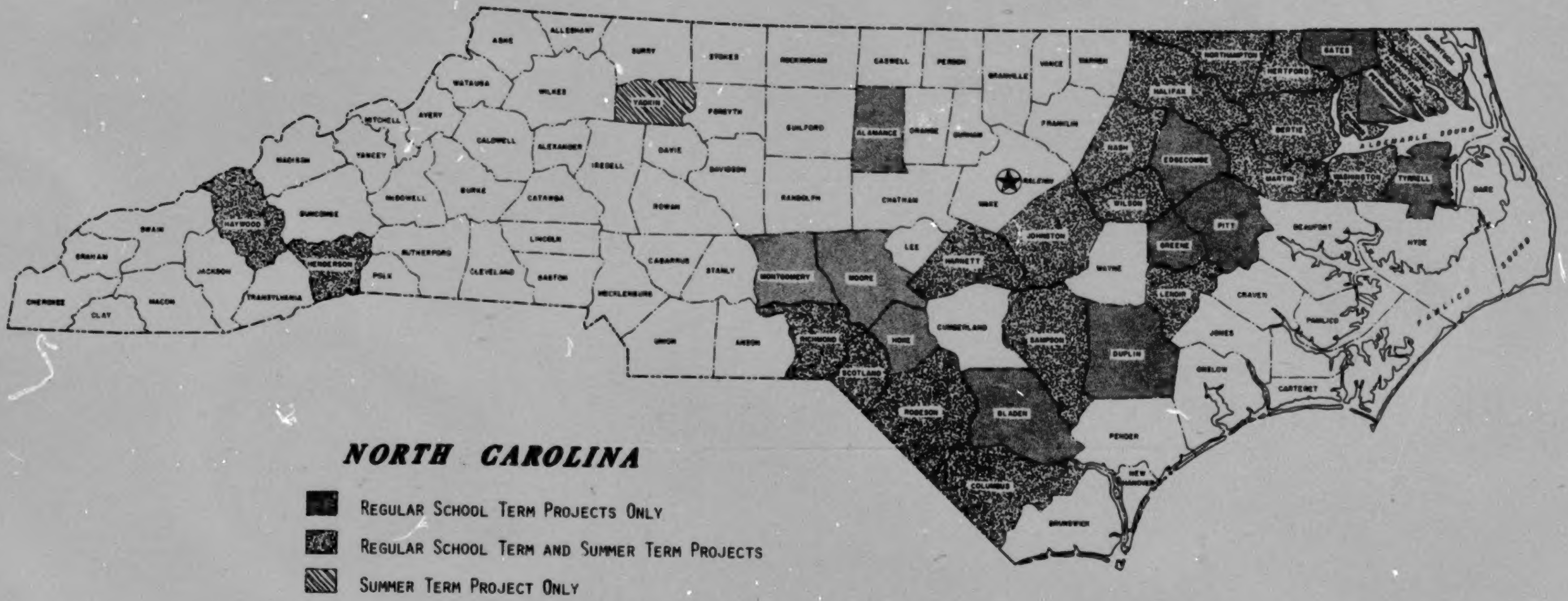
One example of cooperation between the state migrant office and the LEA is through the use of cassette recordings of the highlights of the local evaluation report. The local staff has an opportunity to respond to the comments made in the evaluation report and file these comments with the state office. This open line of communication and feedback system helps to strengthen the relationships between the SEA and LEA.

Another example of the cooperation between the State migrant office and the LEAs was the establishment of a State Migrant Parent Advisory Committee. This cooperative effort was begun last year and this committee became an active organization during this fiscal year.

One of the most significant accomplishements of the State program was the cooperation with other agencies to provide supporting services to the migrant education program. Through this cooperation the Migrant and Seasonal Farm Workers Association provided a limited number of teachers, tutors and home-school liaison personnel to work in the migrant education programs.

FIGURE I

LOCATION OF MIGRANT EDUCATION PROJECTS


NORTH CAROLINA
REGULAR SCHOOL TERM PROJECTS ONLY
REGULAR SCHOOL TERM AND SUMMER TERM PROJECTS
SUMMER TERM PROJECT ONLY
ASHE
ALLEGHANY
SURRY
STOKES
ROCKINGHAM
CASWELL
PERSON
GRANVILLE
VANCE
WARREN
NORTHAMPTON
GATES
HERTFORD
HALIFAX
WATAUGA
WILKES
YADKIN
FORSYTH
GUILFORD
ALAMANCE
ORANGE
DURHAM
FRANKLIN
BERTIE
ALBEMARLE SOUND
MITCHELL
AVERY
CALDWELL
ALEXANDER
IREDELL
DAVIE
DAVIDSON
NASH
EDGECOMBE
MARTIN
WASHINGTON
TYRRELL
DARE
MADISON
YANCEY
MCDOWELL
BURKE
CATAWBA
ROWAN
RANDOLPH
CHATHAM
RALEIGH
WAKE
WILSON
PITT
BEAUFORT
HYDE
BUNCOMBE
HAYWOOD
SWAIN
GRAHAM
HENDERSON
JACKSON
RUTHERFORD
LINCOLN
CABARRUS
STANLY
MONTGOMERY
MOORE
LEE
HARNETT
JOHNSTON
WAYNE
GREENE
LENOIR
CRAVEN
CHEROKEE
CLAY
MACON
TRANSYLVANIA
POLK
CLEVELAND
GASTON
MECKLENBURG
UNION
ANSON
RICHMOND
SCOTLAND
HOKE
CUMBERLAND
SAMPSON
DUPLIN
JONES
PAMLICO
PAMLICO SOUND
ONSLOW
CARTERET
ROBESON
BLADEN
PENDER
COLUMBUS
NEW HANOVER
BRUNSWICK

CHAPTER I

INTRODUCTION

North Carolina's agricultural economy is dependent in part upon migrant and seasonal farmworkers. These families and individuals move from crop to crop and farm to farm in order to find employment in the harvest of agricultural products. Those who move from county to county within the state are intrastate migrants; and those who follow the crop harvests across state lines, often moving long distances up or down the Atlantic coast, are interstate migrants. The latter generally move north in the spring and summer; then they work their way back to their "home-base" in the fall and winter.

Farming is North Carolina's greatest industry. The state ranks first in the nation in the production of tobacco and sweet potatoes, second in peanuts, third in turkeys, fourth in eggs and broilers, eighth in apples, ninth in corn and tenth in soybeans. It ranks tenth in gross farm income and ninth in the export of agricultural products. Farmland covers nearly half the State, providing $1.76 billion in income to the State's economy; and the sale of crops accounts for more than half the State's farm income. This indicates how important the migrant's job is. Without him, the growers could not survive.

During the 1976-77 school term there were substantial numbers of interstate migrants in Bertie, Columbus, Duplin, Halifax, Harnett, Haywood, Henderson, Hertford, Johnston, Nash, Northampton, Sampson, Washington, and Wilson Counties. Interstate migrants enrolled in fewer numbers in other LEAs within the state. Home-bases of these interstate migrants were North Carolina, Florida, New York, Virginia, South Carolina, Maryland, New Jersey, Texas, Pennsylvania, California, Connecticut, Colorado, Georgia, Delaware, Indiana, Michigan, Arkansas, Mississippi and Ohio (See Figure IV).

During the summer of 1976 there were concentrations of interstate migrants in Bertie, Columbus, Halifax, Harnett, Northampton, Pasquotank, Robeson and Yadkin Counties. Home-bases for the interstate migrants who worked in North Carolina included Alabama, California, Colorado, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Michigan, Mississippi, New Jersey, New Mexico, New York, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, District of Columbia and Wisconsin. The greatest numbers of these interstate migrants came to North Carolina from Florida, Mississippi, South Carolina and Virginia (See Figure V).

Since the movement of migrant families causes the education of the children in those families to be interrupted, the Federal government enacted legislation to assist in providing compensatory educational programs especially for migrant children. Funds were appropriated "to establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states." In its efforts to carry out this legislative mandate, the State Migrant Education Section has adopted objectives, established

TABLE I

NORTH CAROLINA'S 1977 MIGRANT EDUCATION PROGRAMS

LEAs Having Regular Term Projects Only	LEAs Having Regular and Summer Term Projects
Alamance County	Bertie County
Bladen County	Camden County
Duplin County	Columbus County
Edgecombe County	Edenton-Chowan
Gates County	Halifax County
Greene County	Harnett County
Hoke County	Haywood County
Montgomery County	Henderson County
Moore County	Hertford County
Perquimans County	Johnston County
Pitt County	Lenoir County
St. Pauls City	Martin County
Tyrrell County	Maxton City
	Nash County
	Northampton County
	Pasquotank County
	Red Springs City
	Richmond County
	Robeson County
	Sampson County
	Scotland County
	Washington County
	Wilson County

LEA Having Summer Term Project Only
Yadkin County

priorities, and developed administrative guidelines to assist the local education agencies in providing services to eligible migrant children.

A part of the effort to serve migrant children in North Carolina is the cooperation of the State Education Agency with other agencies which have responsibilities for serving migrants. The Migrant Education Section is represented on the State Advisory Committee on Services to Migrants. This organization meets six times a year for the purpose of sharing information and planning effective cooperative activities within the respective role of each member agency in order to meet more effectively the needs of the migrant families who come to North Carolina to harvest our crops. One of the migrant program consultants in the LEA serves as secretary of this interagency committee.

The number of persons employed in farm work and the need for interstate farm labor have decreased over the past several years. Statistics from the U. S. Departments of Labor and Agriculture graphically point out this trend which has been brought about in part by the low average annual wages received for seasonal farm work and in part by the increased mechanization of farming operations.

NATIONAL PROGRAM GOALS

Goals for the national program have been developed. These are the foundation for the total operation of the migrant education activities. State objectives are developed with these goals in mind and local project activities lend their support to them. The national program goals are to:

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.
2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.
3. Provide specifically designed programs in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.
4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.
5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.
6. Implement programs, utilizing every available Federal, State and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.
7. Develop in each program a component of interstate and intrastate communications for exchange of student records, methods, concepts, and materials

to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies and the target group to insure coordination of all available recources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

STATE OBJECTIVES

In developing projects at the local level, each LEA is free to establish its own project objectives, but is held responsible for supporting the State objectives which are as follows:

1. To assist in the identification and enrollment of migrant children and youths in the migrant education projects.

2. To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of migrant children.

3. To promote activities designed to advance the migrant child's social growth and group interaction skills.

4. To provide for a program of supporting services in the areas of medical, dental, nutritional, and social services for migrant children.

5. To provide technical and consultant services in the planning, operation, and evaluation of local migrant projects.

6. To provide for the extension of total services to migrants through interagency cooperation and coordination.

7. To provide supplementary programs of instruction to improve the occupational skills of migrant youths.

8. To promote the active involvement of migrant parent advisory councils in the local migrant education projects.

9. To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.

10. To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education.

11. To promote interstate cooperation and program continuity for migrant children.

12. To provide opportunities for supporting personnel to improve their competencies through appropriate training.

13. To evaluate the academic and social progress of migrant children in the local projects on the basis of objective and subjective data.

14. To promote fiscal management procedures commensurate with legislative requirements and program guidelines.

15. To provide for appropriate dissemination of program information.

PRIORITIES OF THE STATE PROGRAM

The priorities of the State Migrant Education Program are as follows (listed in descending order):

1. Program continuity
2. Summer programs for interstate and intrastate migrants
3. Regular school term programs for interstate and intrastate migrants
4. Staff development activities
5. Migrant Student Record Transfer System
6. Programs for formerly migratory children

For purposes of this report the migratory children are classified as interstate, intrastate and formerly migratory. These categories of migratory children are defined as follows:

INTERSTATE MIGRANT - A child who has moved with a parent or guardian within the past year across state boundaries in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

INTRASTATE MIGRANT - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

FORMERLY MIGRATORY (FIVE-YEAR MIGRANT) - A child who has been an interstate or intrastate migrant as defined above but who, along with his parents or guardian, has ceased to migrate within the past five years and now resides in an area in which a program for migratory children is provided.

Identification and recruitment of students for migrant education projects is extremely important. Adequate time for travel and an agressive school employee seem to be key ingredients. In many projects the Rural Manpower Service representative is quite helpful. It should be recognized, however, that many eligible migrants are not associated with crews which are registered with the Rural Manpower Service. In these cases it is the responsibility of the LEA to use any or all of the other resources available to recruit and enroll the eligibile migrant children. Since there are no guarantees that excellent recruitment efforts will result in enrollments, it is necessary to emphasize recruitment on all occasions.

PROGRAM DEVELOPMENT

Prior to the beginning of the 1976-77 school term and again before the beginning of the 1977 summer migrant projects, State migrant education consultants and the local education agencies having or expecting an influx of migrant children made a survey within the LEAs and gathered data from available sources in the local unit to determine the number of eligible migrant children who might be enrolled in an educational program. After this information was compiled, a consultant from the Migrant Education Section met with LEA personnel and assisted in developing the project proposals to be carried out by the local units.

The project activities were based upon an assessment of the needs of the migrant children identified, programs already in operation in the LEA which had a bearing upon these needs, and availability of personnel to conduct a successful project. Objectives for each project were developed so that some measure of the impact of the migrant education project could be determined.

Development of the project application included consideration of evaluation design and plans for disseminating project information.

Regular school term projects were developed so that they would supplement the services which were available to the migrant children from the regular state supported school operations, local sources and other Federal programs. Activities were planned to meet the special needs of the migrant children which were not being fully met.

Summer projects for migrant children were generally the only school programs in operation during the summer months. Accordingly, they could focus directly on the most urgent needs of the migrant children. They emphasized language arts and mathematics but were also oriented toward enrichment, development of positive self-image and the improvement of physical health and emotional maturity.

STATE PROGRAM MANAGEMENT

After the project activities and project budget were developed, the application was submitted to the State Migrant Office where it was reviewed by the fiscal affairs section and an educational reviewing committee. Modifications were made if necessary and the applications were approved and funded. The project review and approval in the State Migrant Office were generally accomplished within three days from the date the project was received.

The resulting basic pattern of services to migrant students was relatively stable, with the instructional services in both regular term and summer projects responsive to the identified needs. Regular term projects always supplemented the State curriculum and were generally planned while keeping in mind Title I services available to eligible migrants. Summer projects were considerably more inclusive, especially in the area of supportive services. Vocational training and exposure to career information formed the core of summer school offerings for migrant students of secondary school age.

During the operation of the projects by the local school officials, a consultant from the State Migrant Education Section with assigned responsibilities made periodic monitoring visits to the LEA. For summer term projects there was a minimum of two monitoring visits in each project, and each regular school term project was monitored at least four times. The purpose of the monitoring visits was to check on the effectiveness of recruiting efforts, review administrative requirements and procedures, evaluate the instructional program, and encourage the use of all available resources in providing for the needs of the migrant children.

During the 1976-77 school year, migrant education projects were conducted in thirty-seven (37) local school administrative units (See Table I). Of these, thirteen did not operate summer migrant education projects for various reasons; insufficient concentration of migrants in the area during the summer, lack of available qualified staff, etc.

In 1977, the joint LEA-SEA surveys resulted in the establishment of three new projects. Some of the areas showed no concentration of migrant families; in others there were strong indications that significant numbers of migrants were or would be in the area. In some instances, the State Migrant Education Office was unable to prevail upon the local school officials to establish a program to serve the eligible children. Figure I indicates the effectiveness of the surveys in identifying presence of migrant children and establishing projects to serve them.

NEW PROJECTS

Three new projects were developed in North Carolina this year. Following LEA-SEA surveys, projects were planned and initiated in Hoke, Moore and Yadkin Counties. These projects enrolled elementary school children.

STAFF DEVELOPMENT ACTIVITIES

The state of North Carolina was represented at the East Coast Regional Workshop in Atlanta, Georgia in March, 1977. Individuals at this workshop participated in activities designed to provide interstate continuity in the education of migratory children and greater efficiency in the administration of migrant education programs.

One of the staff development efforts undertaken by the State migrant office was the upgrading of teaching skills in mathematics. Two workshops were conducted by mathematics specialists. A total of two hundred twenty-two (222) teachers and aides attended these workshops which were conducted in Benson and Williamston.

Evaluation of these workshops indicated that ideas presented at the workshops were new to one-third of the workshop participants. Only 17% of the workshop participants indicated that they were already using techniques introduced at the workshop and 80% indicated that the techniques could be used or adapted for use in their classrooms.

When asked to rate the overall effectiveness of the workshops on a scale from one (1) to ten (10) where a rating of one (1) indicated "Poor" and ten (10) indicated "Excellent," the scores assigned by the participants ranged from two (2) to ten (10) with the mean rating of 8.6.

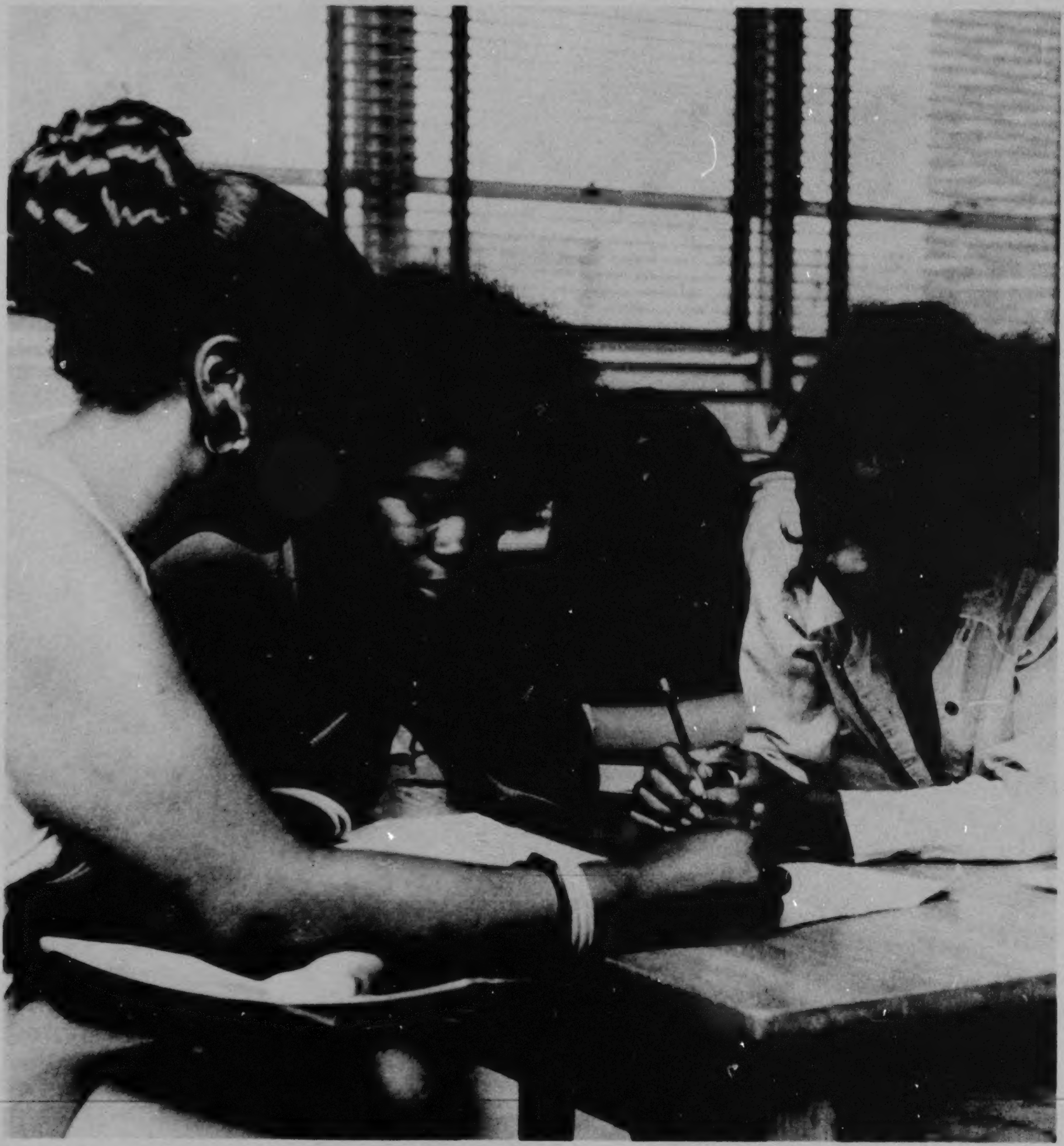
The State migrant office also sponsored two reading workshops during the year. These workshops were conducted by reading specialists selected because of their ability to relate to the problems of disadvantaged children. Evaluation of these workshops indicate that they were moderately successful. The participants in the workshops graded their effectiveness from 3 to 10 on a scale from 1 to 10. Most of the ratings fell within the "good" area when the scale was divided into "poor," "fair," "good," and "excellent" categories. The mean rating was 8.6 on the 10 point scale.

The staff development activity which affected the greatest number of migrant staff members in North Carolina was the three-day workshop conducted at Wilmington, North Carolina. More than 300 professional and para-professional local migrant project staff members from the 24 LEAs conducting summer projects were in attendance. The workshop emphasized the use of innovative and effective teaching techniques in the area of reading, mathematics, cultural arts and the requirements of the Migrant Student Record Transfer System. Instruction was also provided for nurses, home-school coordinators and other supporting personnel.

The workshop was planned by the State migrant staff with consultant help from local project personnel. Specialists and consultants from the Department of Public Instruction and outstanding teachers and administrators from the local migrant projects and other LEAs in the State were used as consultants and discussion leaders in the workshop.

Each phase of the workshop was evaluated by the program participants. The overwhelming response to the workshop was positive. Negative comments were rare. The evaluation of the workshop was based on more than three hundred (300) responses from professional and paraprofessional project personnel who submitted their personal evaluations of the workshop.

The attention given to program management, the local surveys to identify areas having concentrations of migrant children, the monitoring of the local projects, the extensive efforts to upgrade the competencies of the local project staffs, and the other activities of the state migrant office have resulted in the most effective migrant education program ever to be conducted in North Carolina.



CHAPTER II

METHODS AND PROCEDURES

For several years the evaluation of the North Carolina Migrant Education Program and its individual projects was done cooperatively by the LEA personnel and the state office. The LEA supplied the information and the state office prepared both the individual project reports (approximately 30) and the evaluation report of the total North Carolina migrant education program. Each year involvement of the local project personnel has increased. Beginning in 1974 the primary responsibility for evaluating the local migrant projects became the responsibility of the local project directors. These local project evaluation reports were based upon the project objectives and the evaluation design approved in the local project application. The state migrant education section continued its responsibility of preparing the evaluation report for the State migrant program.

Although procedures have been subject to change, the goals of the evaluations conducted by the migrant education section have remained nearly constant.The first goal has always been to use evaluation procedures and findings to stimulate improvement in the educational offerings for the migrant children and youth who visit North Carolina. The second goal has been to collect and process all information necessary to fulfill federal and state evaluation requirements.

In previous years a significant number of local project personnel were used to assist in the evaluation of a project other than their own. Although this intervisitation among the projects provided some information which could be used in the evaluation report, its greatest benefits were in the staff development area and in the exchange of program information. Therefore, this practice of intervisitation as an evaluation tool was discontinued in 1975.

Although the total evaluation process is planned to support the first goal of evaluation, the delay in preparation and printing of the final report precludes immediate use of this information. On-site conferences provide immediate feedback and the final report, especially the recommendations, is valuable in planning subsequent programs.

The LEA project director has ultimate responsibility for the collection of much of the evaluation data which is required in order to satisfy regulations and guidelines. Consequently, each director is responsible for the accurate completion of enrollment forms, migrant student record transfer system information, test data, and an annual project evaluation. This information is submitted to the state migrant education office where information is summarized and data is analyzed. Copies of the annual state evaluation report, along with appropriate documentation, are bound and submitted to the U. S. Office of Education.

Since there is some delay in the production of the annual evaluation report, and since a very small percentage of the North Carolina project staff members work in the migrant program on a year-round basis, a dissemination technique was needed so that all staff members would have the opportunity to become aware of the results of the project evaluation without an extended delay. Since 1972, this need has been satisfied through the use of cassette tapes. A tape containing the highlights of the project evaluation is delivered to the local project director or LEA contact person who then assembles those members of the migrant staff who were employed in the migrant project. They listen to the tape and record their own reactions to the evaluation report. This procedure aids in dissemination of information and provides feedback to the state office.

CURRENT EVALUATION PROCEDURES

As evaluation procedures are planned each year, a number of reporting forms are revised. In 1977, the evaluation report form underwent minor revisions. The suggested form for the transmittal of test results was revised. These revisions were precipitated by procedural changes. Prior to beginning evaluation planning, a set of state program objectives was developed. This set of objectives (see Chapter I) supports the national goals of migrant education while specifically reflecting North Carolina emphases. The consultants who assisted LEA personnel with proposal preparation emphasized two standards for LEA objectives this year: (1) local project objectives should be supportive of the state objectives; (2) they should be measurable by an objective instrument or a recognized subjective technique.

The requirement of having the local project evaluation report prepared by the local project director was continued. Each state consultant reviewed each of the local project evaluations from the LEAs in which he worked during the operation of the project. From available information contained in the evaluation report, monitoring reports, test data and other forms of documentation, the consultant made a judgement of the degree to which each local project objective had been met. This judgement was compared to the report submitted by the local project director and any discrepancies between the two were noted.

For the summer project evaluation, the state continued to conduct two full-day on-site visits to each project during the peak operational periods. The visits were conducted by the state consultants, and findings made during the visits were shared with the project staff.

The annual State evaluation report was prepared after collecting appropriate data from the Migrant Student Record Transfer System and reading and processing all available information from local projects. Among the most significant sources were project evaluations, test data, monitoring reports. As in previous evaluations, the basic comparison used here is the comparison of program (and project) outcomes with the objectives approved in the project applications.

Attainment of the State objectives is dependent, in part, upon the successful attainment of the objectives of the local projects. State objective attainment is described in Chapter III.

CHAPTER III

FINDINGS

CHILDREN SERVED

During the 1976-77 school year migrant education projects were operated in 37 local educational agencies. These projects enrolled 1,980 interstate migrants, 2,689 intrastate migrants, and 3,744 formerly migratory students.

Twenty-four local education agencies operated migrant education projects during the summer of 1977. Enrollment in these programs included 1,341 interstate migrants, 1,027 intrastate migrants, and 1,343 formerly migratory students.

Of the 12,124 children served under this program during the 1977 fiscal year, 3,321 were interstate migrants, 3,716 were intrastate migrants and 5,087 were formerly migratory. Enrollment figures indicate that a larger percentage of interstate migrants were served during the summer, and enrollment of intrastate migrants was higher during the regular school term. Secondary school enrollments were higher during the regular school term. This is probably because the secondary school youths are involved in farming operations during the summer and choose not to enroll in a school program.

Although no statistics were maintained on enrollment by ethnic groups, a recent survey of the enrollments in the LEAs indicates that approximately 79% of the migrant children served were black, 7% were American Indians, 6% were white and 8% were Spanish-speaking Americans. None of these children were enrolled in non-public schools. All the migrant education projects in North Carolina were operated through local public school agencies.

GRADE PLACEMENT

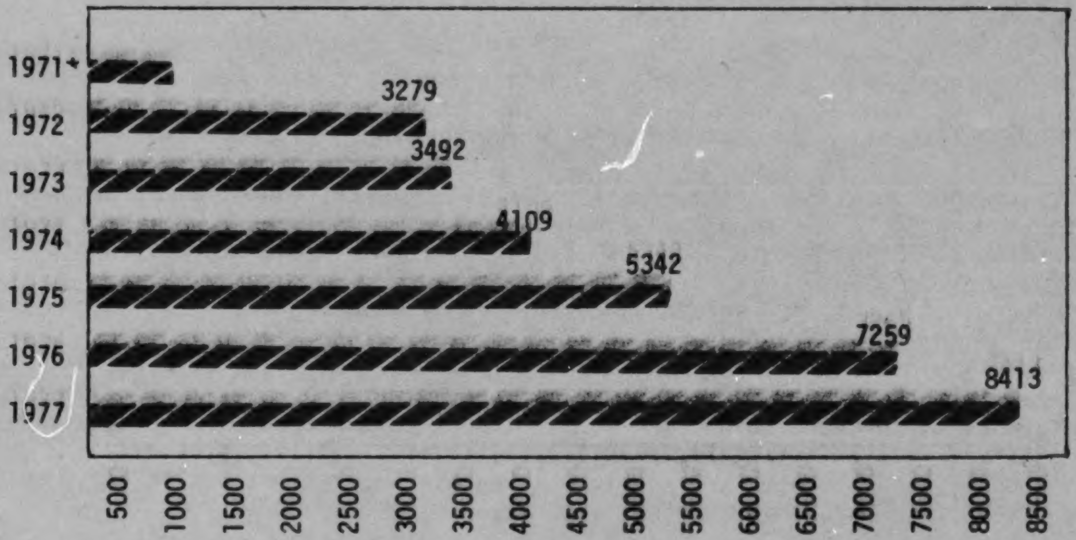
Grade placement for secondary school students in summer migrant projects was no problem since the activities were essentially ungraded. Students from ages 14 to 20 received the same vocational and cognitive instruction. In the regular school term programs the children in both the elementary and secondary schools were placed in classes with other children according to their ages and previous progress as indicated by school records or teacher opinion.

During the summer projects the local project administrators generally placed the elementary school children in groups based upon age, physical maturity and emotional development according to the teacher's best judgement and available records. Since the instruction in the summer projects was largely individualized, there was considerable range in grade placement, and instruction within each group was based upon age, remedial needs, physical development and peer associations.

FIGURE II

REGULAR SCHOOL TERM MIGRANT ENROLLMENTS

1971 - 1977

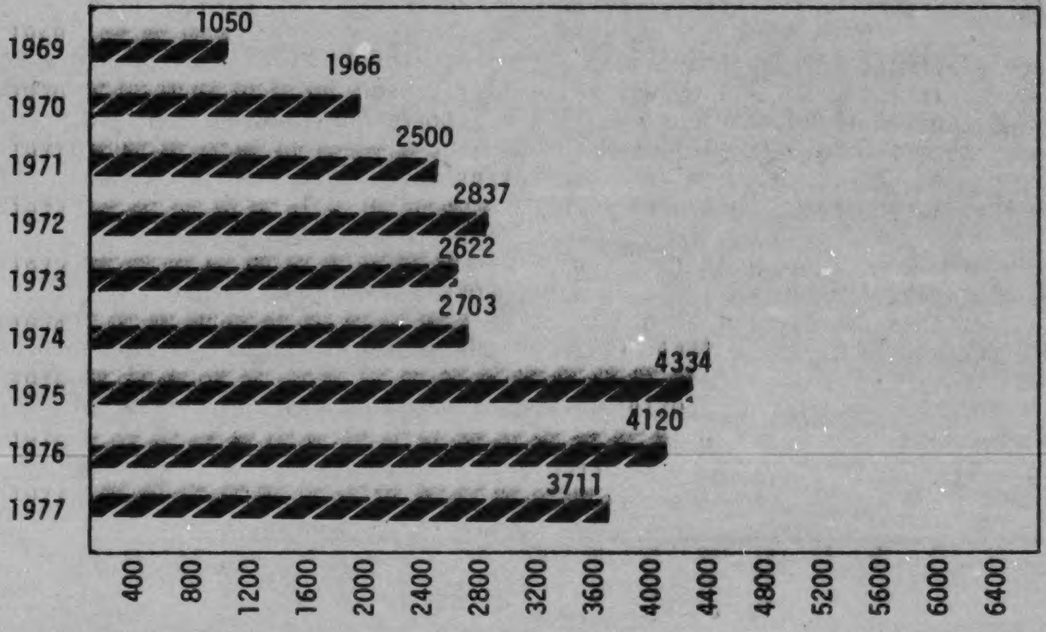


* Estimated from LEA Data

FIGURE III

SUMMER TERM MIGRANT ENROLLMENTS

1969 - 1977



INSTRUCTIONAL ACTIVITIES

Projects were conducted for migrant children at both the elementary and secondary school levels. While most of the regular school term programs primarily served elementary school children, there were a few secondary school students enrolled in the program. Instruction for these students was directed primarily toward meeting their specific needs as identified in the individual needs assessment.

The emphasis in the regular school term projects was in supplementing and reinforcing instruction in language arts and mathematics for elementary school children. Supportive services in these projects were held to a minimum since these needs were generally taken care of through other sources of funding. A minimal amount of health and social services were provided, however, when other sources of funding were inadequate or unavailable.

During the regular school term the instructional phase of the migrant projects was essentially tutorial in nature. Teachers and aides were employed by their local projects to work with the migrant children on an individual basis. In each case the classroom teacher assessed the deficiencies of migrant children and prescribed, sometimes in combination with the migrant teacher, the instruction to be performed by the tutor.

As far as possible, the summer term projects were planned so that they would meet the primary instructional needs of the students as well as their secondary supportive needs. Secondary school students were involved in prevocational and occupational instruction, while the primary emphasis in the elementary school was in language arts, reading and mathematics. All projects recognized the need for recreation and the improvement of self-image.

During the summer migrant projects the instruction varied from tutorial to large group activities. The summer migrant projects were conducted at school sites and the children were transported to the school in school buses. Instruction in the projects was in small groups or on an individualized basis most of the time. Some activities were suited to large group instruction.

In the regular school term projects there is considerable coordination between the migrant project activities and other school programs. Since migrant projects are typically small, Title I directors are often responsible for the coordination and administration of the migrant program. Title I also supports the migrant program through the local inservice activites as well as health services when these services are provided by Title I. In all projects the locally funded supporting services are available to the migrant students.

Except for migrant education projects, summer school operations are relatively rare in North Carolina. One project, Camden County, still operated a Title I Migrant Coordinated Program. Basically, however, the coordination during the summer is limited to the provision of facilities, equipment, and materials, some training and services by LEA personnel who are employed 12 months, and the involvement of the school principals.

TABLE II

SUMMER MIGRANT PROJECT SCHEDULES

LEA	Daily Schedule	Staff Hours Per Day	Total Days Operated
Bertie	8:30 am - 3:30 pm	8	28
Camden	8:00 am - 12:00 noon	4	29
Columbus	3:30 pm - 7:30 pm	4	31
Edenton-Chowan	7:00 am - 1:00 pm	6	36
Columbus	8:00 am - 7:30 pm	4	31
Halifax	8:00 am - 2:30 pm	6.5	30
Haywood	8:00 am - 4:00 pm	8	40
Henderson	8:00 am - 4:00 pm	8	32
Hertford	8:00 am - 2:00 pm	6	31
Johnston	8:00 am - 4:00 pm	8	30
Lenoir	5:00 pm - 11:00 pm	6	30
Martin	8:30 am - 3:30 pm	7	30
Maxton	7:00 am - 1:30 pm	6.5	27
Nash	8:00 am - 4:00 pm	8	30
Northampton	7:30 am - 3:30 pm	8	26
Pasquotank	8:00 am - 3:30 pm	7.25	29
Red Springs	8:00 am - 2:00 pm	6	25
Richmond	8:00 am - 3:00 pm	7	31
Robeson	8:00 am - 2:30 pm	6.5	35
Sampson	8:30 am - 3:30 pm	7	32
Scotland	8:00 am - 2:00 pm	6	25
Washington	8:00 am - 5:00 pm	9	25
Wilson	7:45 am - 3:00 pm	7.25	25
Yadkin	8:00 am - 1:00 pm	5	20

SUPPORTING SERVICES

During the regular school term, supporting services were severely limited because of the emphasis on instruction to supplement existing programs and the conscious effort not to supplant any available services with migrant funds.

Summer migrant projects were generally the only activities in operation in the LEAs, making it necessary for the migrant project to place more value on the supporting services required in order to make the project successful. In most cases the summer migrant projects provided transportation, food services, health services and recreation. A majority of the projects also provided some clothing. In some cases the clothing was donated by social service organizations and in other cases it was purchased with project funds.

One of the State services which supports the successful operation of the migrant program was the record transfer system. Each LEA participated in the system by sending student data to the teletype terminal operators for transmission to the Migrant Student Data Center in Little Rock, Arkansas.

The northeast Regional Education Center served as a support base for the migrant education projects. In addition to serving as the teletype terminal location for the Migrant Student Record Transfer System, it also serves as a repository for professional education films which were available on a free loan basis to LEAs for use in their migrant education staff development efforts.

The purchase of equipment under the migrant project was held to a minimum. Only that equipment which could be shown to be essential to the success of the instructional program was approved for purchase. Each LEA was required to maintain an inventory of equipment purchased under previous migrant projects. Items of equipment were transferred from one LEA to another when they were no longer used for the purpose for which they were intended in the LEA which purchased them.

COORDINATION WITH OTHER PROGRAMS

Throughout the migrant education projects in North Carolina there was a high degree of coordination and cooperation with other agencies. This was strongly encouraged through the regular meetings of the State Advisory Committee on Services to Migrants. During 1977 the State Migrant office was represented on this state-wide interagency coordinating committee. Other agencies represented on this committee are:

North Carolina AFL-CIO

Farmer's Home Administration

Migrant and Seasonal Farm Workers Association, Inc.

Church Women United

Employment Security Commission of North Carolina
    Rural Employment and Training Service

North Carolina Agricultural Extension Service

North Carolina Department of Administration
    Human Relations Council

North Carolina Department of Agriculture
    Food Distribution Division

North Carolina Department of Community Colleges

North Carolina Department of Human Resources
    Division of Health Services
        Migrant Health Services
        Sanitary Engineering Section
    Division of Mental Health Services
    Division of Social Services
    Division of Vocational Rehabilitation

North Carolina Department of Justice
    Office of Attorney General

North Carolina Department of Labor

North Carolina Office of Employment and Training

North Carolina Economic Opportunity
    Office and Community Action Agencies

In addition to the above named agencies, meetings of the committee are regularly attended by representatives from the Governor's office and personnel from local migrant councils and local community action agencies.

STAFF UTILIZATION

The 36 regular school term migrant education projects employed a full time equivalent of 215.03 staff members. The pattern of staffing is indicated by Table VIII. The number and responsibilities of the program staff of the summer migrant projects is indicated on Table IX. Figures on these tables represent both full-time and part-time positions and are reduced to full-time equivalent staff positions. Non-professional supporting personnel such as bus drivers, janitors and lunchroom workers have been included in these tables.

Table X provides information on the instructional staff-pupil ratio for the 23 summer projects. Teacher-pupil ratios are not reported for regular school term projects as they could be very misleading without a consideration of schedules and pupil contact times.

COMMUNITY INVOLVEMENT

Community involvement in the regular school term migrant projects showed a marked increase over past years. This is contributed to several factors, among them the formation of a State Migrant Parent Advisory Committee and the impact that this committee has had on the local projects.

Another factor which has resulted in effective community involvement is the assignment of the responsibility for making home visits to a member of the migrant project staff. Where the local project charged one or more persons with this responsibility, home-school coordination, recruitment and general community interest in the project has been improved.

Nurses, home-school coordinators, liaison aides, social workers, supervising principals, instructional personnel and individuals from other agencies serving migrants played an important part in soliciting involvement from the community agencies as well as cooperation from the parents of the migrant children.

During the 1976-77 school year projects and the summer projects in 1977, many of the local projects took advantage of the availability of personnel from Migrant and Seasonal Farm Workers Association. They used this personnel to assist in carrying out the instructional phase of the program. These teachers, aides and clerks worked under the supervision of the LEA project director, but were paid through the Migrant and Seasonal Farm Workers, Incorporated. This was an outstanding example of interagency coordination and cooperation.

During the regular school year the Migrant and Seasonal Farm Workers Association assigned a number of work experience personnel to the migrant education projects. After a period of 6 months during which the work experience persons were trained in the responsibilities to which they were assigned the migrant project continued them on their own payrolls. This cooperation with the MSFA made it possible for the local migrant projects to have the services of an instructional aide or a home-school liaison aide for an entire year at a salary cost of only three months.

Also, during the 1976-77 program year the migrant education section cooperated with the Migrant and Seasonal Farm Workers Association by providing for the record keeping requirements of their day care centers through the already established Migrant Student Record Transfer System.

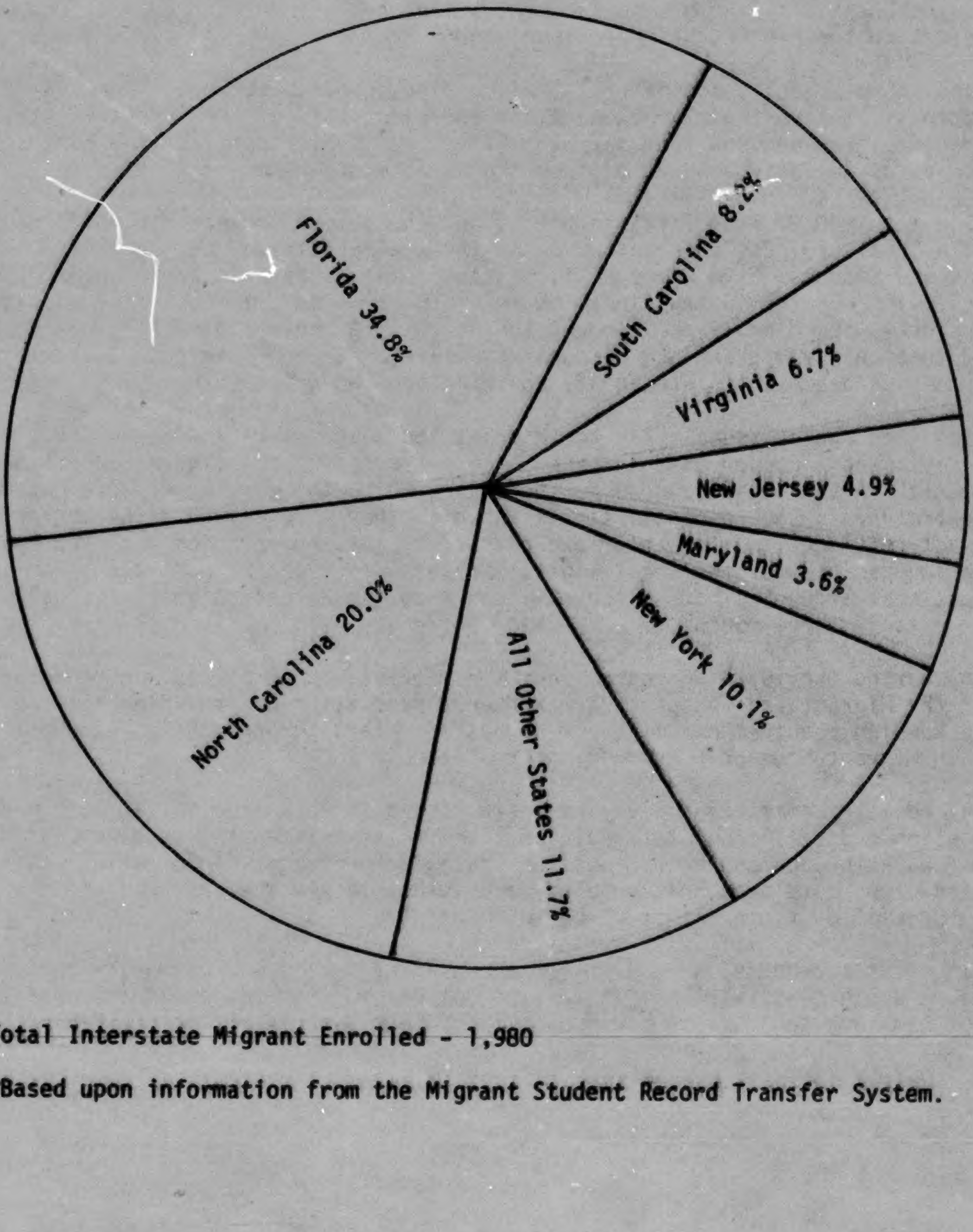
Local advisory committees have been established in each area served by a migrant education project. The State Advisory Committee assisted the local councils in their work through annual regional or statewide meetings. Information was shared and plans developed that enabled each agency to use its resources to the maximum benefit of the greatest number of migrants.

Field trips served as one medium for encouraging parent and community involvement in project activities. The use of volunteers from the community on field trips had some tendency to carry over into other aspects of the program.

FIGURE IV

HOME-BASE OF INTERSTATE MIGRANTS*

Regular School Term 1976-77



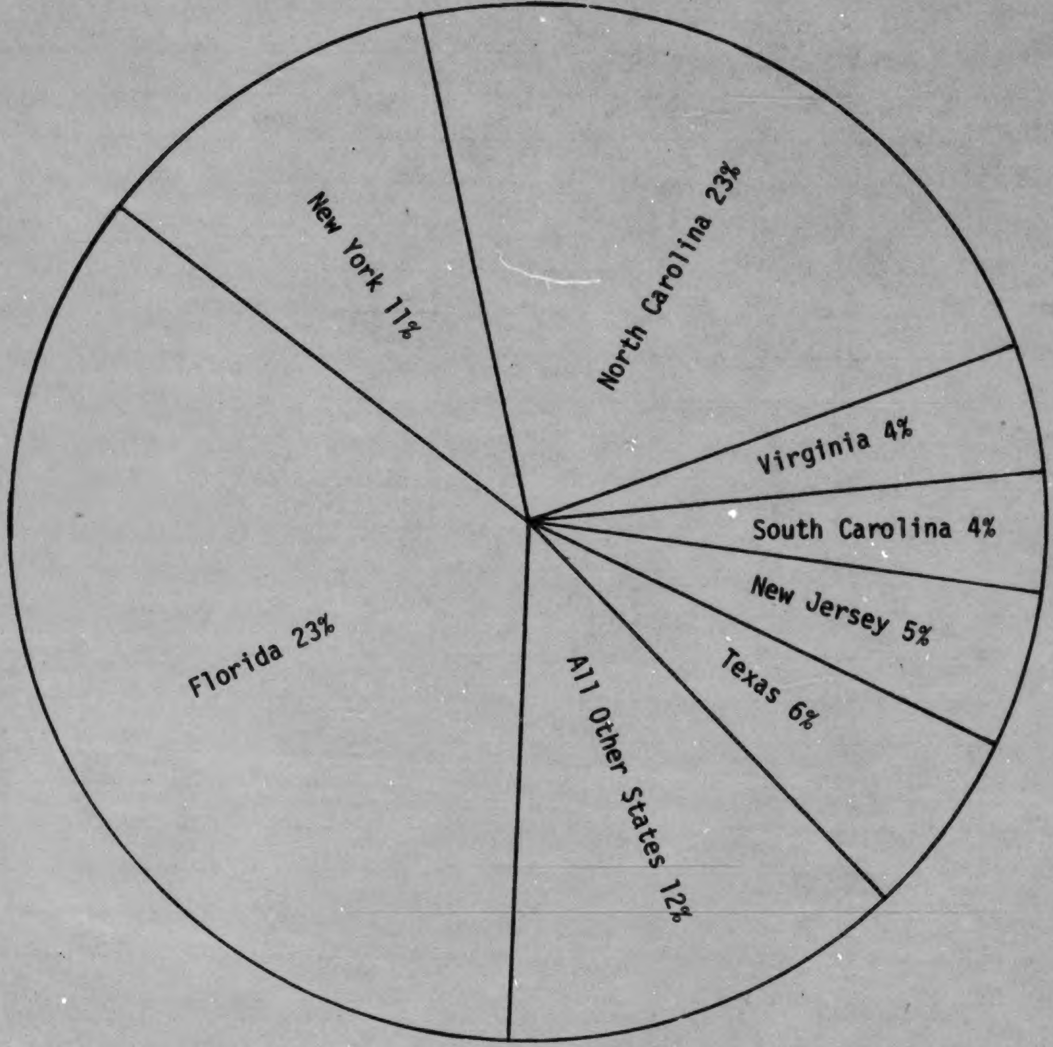
Total Interstate Migrant Enrolled - 1,980

*Based upon information from the Migrant Student Record Transfer System.

FIGURE V

HOME-BASE OF INTERSTATE MIGRANTS*

Summer - 1977



Total Interstate Migrants Enrolled - 1,341

*Based upon data from the Migrant Student Record Transfer System.

TABLE III

CHILDREN ENROLLED BY CLASSIFICATION

Regular Term 1976-77

LEA	Interstate	Intrastate	Formerly Migratory	Total	MSRTS Statistical Enrollment Only*
Alamance		35	32	67	0
Bertie	94	49	57	200	17
Bladen	34	47	21	102	10
Camden	52	44	28	124	0
Columbus	191	167	382	740	102
Duplin	36	63	127	226	61
Edgecombe	6	88	163	257	0
Edenton-Chowan	33	17	85	135	0
Gates	34	4	134	173	0
Greene	18	43	144	205	48
Halifax	95	86	261	472	37
Harnett	24	94	84	202	0
Haywood	72	36	7	115	9
Henderson	245	47	9	301	0
Hertford	132	115	122	369	0
Hoke	10	31	21	62	13
Johnston	145	50	60	255	25
Lenoir	13	102	152	267	37
Martin	24	41	55	120	50
Maxton	3	121	154	278	129
Montgomery		10	89	99	46
Moore	32	51	47	130	0
Nash	112	176	57	345	8
Northampton	61	92	46	199	41
Pasquotank	28	106	67	198	0
Perquimans	15	13	68	95	24
Pitt	13	77	159	249	0
Red Springs		79	182	261	0
Richmond	21	96	303	420	251
Robeson	35	250	230	515	35

TABLE III

CHILDREN ENROLLED BY CLASSIFICATION

Regular Term 1976-77

LEA	Interstate	Intrastate	Formerly Migratory	Total	MSRTS Statistical Enrollment Only*
Sampson	200	106	88	394	20
Scotland	23	150	197	370	154
St. Pauls	15	91	65	171	103
Tyrrell	6	8	27	41	11
Washington	76	29	13	118	0
Wilson	78	75	12	165	0
Total	1,980	2,689	3,744	8,413	1,231

Based upon combined data from the National Migrant Student Record Transfer System and local evaluation reports.

*This column represents those students who were enrolled in the Migrant Student Record Transfer but who did not receive instructional services in the migrant education projects.

TABLE IV

CHILDREN ENROLLED BY CLASSIFICATION

Summer-1977

LEA	Interstate	Intrastate	Formerly Migratory	Total*
Bertie County	59	36	69	166
Camden County	27	16	10	59
Chowan County	15	6	20	41
Columbus County	165	79	186	430
Halifax County	84	155	66	305
Harnett County	23	56	65	144
Haywood County	31	14	34	79
Henderson County	71	4	3	78
Hertford County	96	55	78	229
Johnston County	92	15	50	157
Lenoir County	25	58	76	159
Martin County	24	26	64	114
Nash County	80	51	22	153
Northampton County	47	3	41	91
Pasquotank County	26	35	68	129
Richmond County	6	22	127	156
Robeson County	41	142	116	299
Maxton City	2	66	80	148
Red Springs City	0	71	95	166
Sampson County	198	3	11	212
Scotland County	5	55	49	109
Washington County	77	27	10	114
Wilson County	107	24	2	133
Yadkin County	40	0	0	40
Totals	1,341	1,027	1,343	3,711

*All migrant children enrolled during the summer term migrant projects received instructional and supporting services.

Some of the summer migrant projects had excellent community involvement as indicated by the number of adult volunteers other than migrant parents who donated their services to making the local project a success. These volunteers served as instructors, instructional aides, lunchroom workers or as resource individuals to enrich the experiences of the migrant children.

INTERSTATE PLANNING

One of the activities which indicates the interstate coordination of the North Carolina Migrant Education Program with similar projects and programs in other states was the Eastern Regional Migrant Education Conference held in Atlanta, Georgia. One of the state migrant consultants served on the program planning committee for this conference which brought together migrant program personnel from 21 states,and four members of the state migrant staff served as program presenters during the conference.

Each LEA operating a migrant education project complied with all regulations and procedures of the National Migrant Student Record Transfer System.

National conferences for State Directors and other program personnel were conducted during the year and were of some value in publicizing program information and administrative requirements. The State Director participated in these conferences and disseminated relevant information from them within the state.

ATTAINMENT OF STATE OBJECTIVES

Although some of the state goals and objectives are not stated in specific measurable terms, each was attained to a greater or lesser extent. Progress toward meeting these objectives is evident by the reports of monitoring visits to the LEAs by the State migrant consultants. These regular monitoring visits by the State consultants along with the activities sponsored and conducted by the State Migrant Education Office is the basis for the judgement that each state objective was met as indicated below.

1. *To assist in the identification and enrollment of migrant children and youths in the migrant education projects.*

   This objective was fully attained as indicated by the identification and enrollment of children in the migrant education projects during 1976-77. Of this number, 231 were enrolled in LEAs which had new migrant education projects.

2. *To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of the migrant children.*

   This objective was fully met as indicated by the fact that the State Migrant Consultants worked with LEA personnel in the development of 37 projects during the regular school term and 23 during the summer which offered instruction in the basic disciplines.

TABLE V

NUMBER OF CHILDREN SERVED BY AGE AND GRADE*

Regular School Term 1976-77

Grade	Age 4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
12													2	59	102	57	21	241
11													68	137	52	10	4	271
10										1	7	105	221	97	32	7	2	472
9								1		4	131	236	107	38	9	2		528
8								1	9	138	273	151	61	10	3			646
7							2	12	148	344	202	58	13	2				781
6						4	7	155	351	253	74	10	2					856
5						7	160	377	240	54	11	3	2					854
4				3	9	161	353	188	54	12								780
3			3	6	196	365	188	32	10	3								803
2			10	151	353	157	27	6	1									705
1	4	10	180	383	103	15	5	1										701
K	27	118	227	29	3													404
Total	31	128	420	572	664	709	742	773	813	809	698	563	476	343	198	78	27	8042

*Based upon information from the Migrant Student Record Transfer System. The figures reflect children in ungraded classes and children classified as educable or trainable mentally retarded attending special classes.

TABLE VI

NUMBER OF CHILDREN SERVED BY AGE AND GRADE*

Summer Term 1977

	Age																	
Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Total
12													1	4	5	8	4	22
11												1	14	32	13	1	1	62
10											1	17	29	16	5			68
9										2	20	49	22	7	3			103
8									6	52	70	39	10	3				180
7							1	13	76	124	65	18	4					301
6						1	18	92	115	98	22	2						348
5					3	15	105	166	81	26	6							402
4				1	24	120	192	101	18	3								459
3			5	19	138	183	81	15	3									444
2		2	27	143	187	72	14	2										447
1		23	151	196	47	7	3											427
K	65	239	119	25														448
TOTAL	65	264	302	384	399	398	414	389	299	305	184	126	80	62	26	9	5	3,711

*Based upon information from the Migrant Student Record Transfer System.

3. *To promote activities designed to advance the migrant child's social growth and group interaction.*

   This objective was fully attained as indicated by the fact that (a) a part of the summer staff development workshop was devoted to cultural arts, and (b) 26 of the local projects included cultural arts and/or social adjustment among their objectives.

4. *To provide a program of supporting services in the area of medical and dental health, nutrition and social services for migrant children.*

   This objective was fully attained as indicated by the fact that LEA Projects included these supporting services among their activities.

5. *To provide technical and consultant services in the planning, operation, and evaluation of local migrant projects.*

   This objective was fully met as indicated by approximately 200 monitoring visits which were conducted in the local migrant projects by the migrant consultants. On each of the monitoring visits by a state consultant the project records and reports were checked; certification of eligibility forms were reviewed; attention was given to the coordination of the migrant project with other school programs; parent advisory committee involvement was noted; and recommendations for improving the operation of the project or keeping it functioning according to the project proposal were made.

6. *To provide for the extension of total services to migrants through interagency coordination and cooperation.*

   This objective was fully met as indicated by the cooperation of the Migrant Education Section with the Migrant and Seasonal Farm Workers Association in making additional personnel and services available to the eligible migrants. There was a high degree of cooperation with the State Advisory Committee on Services to Migrants. During a portion of the time covered by this report, a member of the State migrant education staff served as secretary of this state level committee.

7. *To provide supplementary programs of instruction to improve the occupational skills of migrant youths.*

   This objective was substantially met. During the period covered by this report local projects provided instruction on occupations. Two of those projects were conducted after normal school hours in order to make it more convenient for the migrant youths to attend.

8. *To promote active involvement of parent advisory councils in the local migrant education projects.*

   This objective was fully met. One of the items noted during the state consultants' monitoring visits was the activity of the local PACs. It should be noted that a State Migrant Parent Advisory Committee was organized during the past program year.

9. *To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.*

   This objective was fully met. Records from the Migrant Student Data Center in Little Rock indicates that there was a total of 12,478 records processed through the system.

10. *To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and inservice education.*

    This objective is fully met as indicated by three (3) state-sponsored staff development workshops during the period covered by this project.

11. *To promote interstate cooperation and program continuity for migrant children.*

    This objective was fully met. This is documented by the fact that North Carolina developed an Administrative Guide which could be used by SEA and LEA administrators.

12. *To provide opportunities for supporting personnel to improve their compentencies through appropriate training.*

    This objective was met through the instruction provided to home-school coordinators, nurses and school record clerks. Record clerks were instructed in the requirements and procedures of the record transfer system at the summer migrant education workshop on an individualized basis during the year as it was deemed necessary. Special sessions for nurses and home-school coordinators were included in the summer migrant education workshop.

13. *To evaluate the academic and social progress of the migrant children in the local projects on the basis of objective and subjective data.*

    This objective was fully met as indicated by the test data presented in Chapter IV, Tables XII through XX, and the narrative information submitted by the LEAs and filed with the state migrant education office.

14. *To promote fiscal management procedures commensurate with legislative requirements and program guidelines.*

    This objective was fully met. Each project was monitored during its operation, and the fiscal accounting was reviewed by the State Consultant. In all cases fiscal management followed the state requirements and program guidelines.

15. *To provide for appropriate dissemination of program information.*

Table VII

LEA STAFF*

REGULAR TERM 1976-77

LEA	Directors - Coordinators	Teachers	Instructional Aides/Tutors	Nurses - Social Workers	Record Clerk	Other Program Personnel
Alamance County			1.00			1.00
Bertie County			6.00		1.00	
Bladen County	.05	1.00			1.00	
Camden County			2.50	.40	.50	
Columbus County	.25	2.00	12.00	2.00	.25	2.00
Duplin County	.08	2.00	8.00		.50	
Edenton-Chowan	.05	.95	2.00	.50	1.00	
Edgecombe County	.50	5.00		.60		.50
Gates County	.05	1.00	3.00			
Greene County	.10	4.00			.60	.90
Halifax County	.05	3.00	5.00		.75	.25
Harnett County	1.00	2.00	1.00	1.00	.90	1.00
Haywood County		2.00	2.00			
Henderson County		3.00				
Hertford County	.05	2.00	6.00			1.00
Hoke County			1.00		1.00	
Johnston County	1.05		4.00			
Lenoir County	.05	2.00	3.40		.60	
Martin County			2.00			
Maxton City	.10	2.00	2.00		1.00	
Montgomery County	.20	1.00			1.00	
Moore County		1.00	1.00			
Nash County	.05	3.00	5.00	1.00	.25	2.00
Northampton County	.05	4.00			1.00	

Table VII (Continued)

LEA STAFF*

REGULAR TERM 1976-77

LEA	Directors - Coordinators	Teachers	Instructional Aides/Tutors	Nurses - Social Workers	Record Clerk	Other Program Personnel
Pasquotank County	.06	3.00	1.00	1.00		
Perquimans County	.05	1.00	1.00		1.00	
Pitt County	.15	4.85				
Red Springs	.10	4.00	2.00	.90	.50	
Richmond County	.05	4.00			1.00	.70
Robeson County		7.00	1.00		.60	1.00
Sampson County	.10	6.00			1.00	
St. Pauls City	.20	2.00	2.00		1.00	
Scotland County		4.00	.50	1.00	.50	
Tyrrell County	.10	2.00		.20		
Washington County	.05	1.00	1.90		.50	
Wilson County			8.00	.50	.50	
TOTALS	4.53	79.80	94.30	9.10	16.95	10.35

*Full-time equivalent positions reported in the local evaluation report.

TABLE VIII

LEA STAFF*

Summer - 1977

	Director/ Coordinator	Teachers	Aides	Nurses-Social Workers	Record Clerks	Other Personnel	Unpaid Volunteers
Bertie	1.00	4.00	7.00	1.00	.25	6.75	
Camden		3.00		.40			
Columbus	.25	15.00	14.00		.25	24.00	
Edenton/Chowan	1.00		1.00	.50	1.00	1.00	
Halifax	.05	14.00	11.00	1.00	.75	1.00	2.50
Harnett	1.00	8.00	4.00	1.00	1.00	1.00	2.00
Haywood	1.00	5.00	4.00	.05	1.00	8.00	
Henderson	1.00	3.00	2.00		1.00	1.00	
Hertford	1.05	9.00	5.00	1.00	1.00	10.00	
Johnston	1.05	6.50	5.00	1.00	1.00	3.00	1.00
Lenoir	1.00	4.50	4.50	.75	1.00	7.00	
Martin	.05	3.00	3.00		1.00	1.00	4.00
Maxton	.10	13.00	3.00				
Nash	.05	7.00	7.00		.25	1.50	1.25
Northampton	1.00	10.00	6.00		1.00	2.00	5.00
Pasquotank	1.10	10.00	7.00	.50	.50	2.00	
Red Springs		10.00	10.00	1.00	.75	3.00	
Robeson	1.00	13.00			.60		
Richmond	.10	6.00	6.00	1.00	1.00	7.00	
Sampson	.10	11.00	2.00	.50	.50	6.00	
Scotland	1.00	6.00	6.00	1.00	1.00		
Washington	1.00	5.50	3.00	.50	1.00	4.00	
Wilson	1.00	7.50	7.00	1.00	1.00	6.00	
Yadkin	.50	2.00	2.00		.50	.50	.40
Totals	15.40	176.00	119.50	12.20	16.35	95.75	16.15

*Full-time equivalent positions reported in the local evaluation report.

TABLE IX

RATIO OF PUPILS TO INSTRUCTIONAL PERSONNEL*

Summer - 1977

LEA	Pupil-Instructor Ratio	LEA	Pupil-Instructor Ratio
Bertie County	10.9:1	Maxton City	9.7:1
Camden County	19.6:1	Nash County	10.9:1
Columbus County	15.0:1	Northampton County	12.5:1
Edenton-Chowan**	42.0:1	Pasquotank County	8.6:1
Halifax County	11.8:1	Red Springs City	8.4:1
Harnett County	12.4:1	Richmond County	12.5:1
Haywood County	10.7:1	Robeson County	23.0:1
Henderson County	15.8:1	Sampson County	16.4:1
Hertford County	17.7:1	Scotland County	9.2:1
Johnston County	13.6:1	Washington County	13.4:1
Lenoir County	17.7:1	Wilson County	9.3:1
Martin County	18.7:1	Yadkin County	10.0:1

*All teachers and instructional aides were counted in the computation of the pupil-instructor ratio. This ratio does not include instructional personnel provided by other programs such as CETA, YWE, MSFA, etc.

**This migrant project provided supplementary tutorial services to a fully staffed regular LEA tuition summer school program.

Dissemination of program information was afforded through the publication and distribution of Migrant Matters and the annual evaluation report.

There were many strategies included in carrying out the functions required to meet the state objectives. These strategies were developed into a calendar of activities and projected over the fiscal year. The strategies planned and the progress toward the completion of the activities and events related to them are as follows:

1. Monitoring LEA projects - This responsibility was carried out throughout the year. Each regular school term project was visited at least four (4) times by a state consultant and each summer term project was monitored at least twice.

2. Supervising MSRTS transactions in North Carolina - This responsibility was carried out throughout the year. The MSRTS operations were under the supervision of one of the state consultants and were carried out by three teletype terminal operators. All state consultants monitored this aspect of the program at the LEA level.

3. Providing technical assistance to the LEAs - This responsibility was carried out by the state program coordinator and three state consultants. Technical assistance was provided throughout the year as required.

4. Assisting in the identification of migrant children - Each of the state consultants assisted in the identification and recruitment of migrant children throughout the year. This is manifested by the establishment of three new projects.

5. Disseminating program information - Program information was disseminated periodically through the publication of Migrant Matters. A set of transparencies on MSRTS requirements and one on coordination of migrant programs with ESEA Title I was also promoted by the Migrant Education Section so that information on these topics could be more easily transmitted to LEA personnel.

6. Assisting in the planning of regular school term projects - This responsibility was carried out by the state consultants during the months of July and August, 1976.

7. Reviewing regular school term projects - This process was carried out by the migrant office staff and accountants in the fiscal section. Regular school term projects were reviewed during the months of August and September.

8. Evaluating program activities - Evaluation of program activities was a continuing process. Some evaluations were made each time a state consultant monitored an LEA project. Each staff development workshop sponsored by the SEA was evaluated and the results of those evaluations are included in Chapter I of this annual evaluation report. The most sustained period of concentration of effort in evaluating program activities, however, was from the period of June through September when the annual state evaluation report was compiled.

9. Planning language arts workshops - This was a major activity which was carried out by the state migrant staff, representatives from LEAs and the staff of the North Carolina Advancement School during September and October.

10. Conducting language arts workshops - Two reading workshops were conducted in November. Staff members from the North Carolina Advancement School were used as consultants for these workshops.

11. Planning mathematics workshops - Two workshops in mathematics were planned during November, December and January. The planning was conducted by the state migrant staff and staff members from the Division of Mathematics, Department of Public Instruction.

12. Conducting mathematics workshops - The two mathematics workshops emphasized metric measurements. Mathematics specialists from the Division of Mathematics and professors from North Carolina State University were used as consultants during these workshops.

13. Planning summer staff development activities - Planning for staff development activities for the summer programs began in March. Division heads in the Division of Reading, Mathematics and Cultural Arts participated in this planning along with members of the state migrant staff and representatives from the LEAs.

14. Reviewing summer project applications - The review process for summer project applications began in April and was completed in May. The state migrant staff and the ESEA Title I fiscal section were involved in the review process.

15. Conducting staff development activities for summer project staffs - A staff development workshop was conducted during June for the summer project staff members. Topics which received attention were reading, mathematics, cultural arts, administrative requirements, MSRTS and health and community services.

16. Developing a State Administrative Guide - The work of developing a state administrative guide was continued during the year and the finished product was published in June 1977.

LOCAL PROJECT OBJECTIVES

The regular school term projects were supplementary in nature and were directed specifically toward those needs of the migrant students which were not being met adequately in the regular school program. Thirty-two (32) of the units included an objective relating to improvement in language arts; thirty-four (34) included mathematics in their projects; twenty-five (25) included an objective relating to students' social adjustment and twenty-four (24) included a health service objective. Among the other objectives during the regular school year were those relating to parent involvement, staff development, natural science and social studies.

TABLE X

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Regular Term - 1976-77

OBJECTIVES
1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

	LEA Project Objectives Relating to:																	
LEA	Assessment	Staff Development	Dissemination	Record Keeping	Evaluation	Fiscal Reports	PAC	Recruitment	MSRTS	Reading	Math	Social Adjustment	Health	Parent Involvement	Natural Science	Occupations	Social Science	Creative Arts
Alamance	4	4	4	4	4	4	4	4	4	4	4							
Bertie	4	4	4	4	4	4	4		4	4	4	4	4					
Bladen	4		2	2	4	2	4	4	2	4	2							
Camden	4	4	2	4	1	4	2	4		4	4	4	4					
Columbus	4	4	4	4	1	4	4		4	4	4	4	4	4				
Duplin	4	4	4	4	4	4	4		4	4	4		4	4				
Edenton-Chowan	4	4	4	4	4	4	4	4	4	4	4	4	4					
Edgecombe	4	4	4	4	4	4	4	4	4	4	4	4		4				
Gates	4	4	4	4	1	4	4	4	4		4	4		4				
Greene	4	4		3	4	4	4	4	4	4	4	4		4				
Halifax	4	4	4	4	4	4	4	4	4	4	4	4	4	4				
Harnett	4	4	4	4	4	4	4	4	4	4	4	4	4					
Haywood	4		4	3	4	4	4	4	4	4	4		4	4				
Henderson	4	4		4	4	4	4	4	4	4	4	4	4					
Hertford	4	4	4	4	1	4	4	4	4	4	4	4						
Hoke	4	4	4	2	1	2		4	4	4	4		2					
Johnston	4	4	4	4	4	4		4	4	4	4		4					
Lenoir	4	4	4	3	4	4	4	4	4	4	4	4	4	4				4
Martin	4	4	4	2	4	4	2	4	2	4	4	4	4	4				
Maxton	4	4	4	4	1	4	4	4		4	4		4	4				
Montgomery	4	1	4	1	4	4	3				4	4	4					
Moore	4	4	4	4	1	4	4	4	4	4	4			4		4		
Nash	4	4	4	3		3	4	4	4	4	4	4	4	4	4		4	

TABLE X (continued)

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Regular Term - 1976-77

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

	LEA Project Objectives Relating to:																	
	Assessment	Staff Development	Dissemination	Record Keeping	Evaluation	Fiscal Reports	PAC	Recruitment	MSRTS	Reading	Math	Social Adjustment	Health	Parent Involvement	Natural Science	Occupations	Social Science	Creative Arts
Northampton	4	4	4	4	4	4	4	4	4	4	4	4						
Pasquotank	4	4	4	4	4	4	4	4	4	4	4	4	4	4				
Perquimans	3	4	4	4	4	4	4	4	4		4	4		4				
Pitt		4	4	3	4	4	4	4		4	4	4		4				
Red Springs	4	4	4	4	4		4	4	4	4	4	4		4				
Richmond	4	4	2	1	1	4	2	4	4	4	4	4	4	4				
Robeson	4	4	4	4	4	4	4	4	4	4	4	4						
St. Pauls	4	4	4		4	4	4			3	4		4	4				
Sampson	4	4	4	4	4	4	4	4		3	4		4				4	
Scotland	4	4	4	4	4	4	4	4	4	4	4		4	4				
Tyrrell	4	4	4	4		4	4	4	4		4	4	4	4				
Washington	4	4	4	4	4	4	4	4		4	4	4	4					
Wilson	4	4	4	4	4	4	4	4	4	4		4	4	2				

*This table provides no specific information about the objectives in any project. Its purpose is to give an indication of how well the LEAs met the commitments they made to provide service to the migrant children in some of the areas of project operation. It should not be used to make comparisons between one project and another.

TABLE XI

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Summer Term - 1977

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA Project Objectives Relating to:

	Assessment	Staff Development	Dissemination	Record Keeping	Evaluation	Fiscal Reports	PAC	Recruitment	MSRTS	Reading	Math	Social Adjustment	Health	Parent Involvement	Creative Arts	Occupations	Social Science	Physical Skills	Natural Science
Bertie	4	4	4	4	4		4		4	4	4		4		4				
Camden	4		2	4	4	4			4	4	4	4	4	2	4				
Columbus	4	4	4	3	4	4	4	4	4	4	4	4	4		4	4			
Edenton-Chowan			4	4	4	4		1	4	4	3	4	4				1		
Halifax	4	4	4	3	1		2		4	4	4	2	4	2	4	2		2	
Harnett	4	4	4		4	4	4	4	4	4	4	4	4	4				4	
Haywood	4	4	4	3	4	4	4	4	3	4	4	4	4	4		4		4	
Henderson	4	4	2	4	4	4	4			4	4	4	4	4					
Hertford	4	4	4	4	4		4	4	4	4	4	4	4	4	4	4		4	3
Johnston	4	4	4	4	4	4		4	4	4	4	4	4	4	4	4		4	
Lenoir	4	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4			2
Martin	4	2	4	2	4		2	4	2	4	4	4	4	2	4			4	
Maxton			4	1	4	4	4		4	3		4	4	4		3			
Nash	4		4	3	4				3	4	4	4	4				4		4
Northampton	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			4
Pasquotank	4	4	4	4	4	4	4	4	4	4	4	4		4	4	4	4	4	4
Red Springs	4	4	4	4	4	4		4	4	4	4	4	4	4	4			4	
Richmond	4	4	4	3	1				4	4	4	4	4	4				3	
Robeson	4	4	4	4	4	4		4	4	4			4						
Sampson	4	4	1	3	4	4	1	4	4	4	4		4	4			4		
Scotland		4	4	3				4	4	4	4	1		4				4	4
Washington	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			

TABLE XI (Continued)

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES*

Summer Term - 1977

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA Project Objectives Relating to:

	Assessment	Staff Development	Dissemination	Record Keeping	Evaluation	Fiscal Reports	PAC	Recruitment	MSRTS	Reading	Math	Social Adjustment	Health	Parent Involvement	Creative Arts	Occupations	Social Science	Physical Skills	Natural Science
Wilson	4	4	4	4	4	4	4	4	4	4	4		4	4	4			4	
Yadkin	4	4	4	4	4	4			4	4	4	4		4					

*This table provides no specific information about the objectives in any project. Its purpose is to give an indication of how well the LEAs met the commitments they made to provide service to the migrant children in some of the areas of project operation. It should not be used to make comparisons between one project and another.

There was a marked improvement in the statement of objectives in the summer project proposals. This was due to the state consultants insisting that the LEAs include measurable objectives relating to all phases of project operations in the project proposals. The evaluation of each project was based upon the set of objectives in the project application. All of the local project objectives were supportive of the State Program objectives. In addition to specific performance objectives in each instructional area, the projects included staff development, dissemination of information, clerical responsibilities, project evaluation, fiscal reporting, parent advisory committee activities, health services, recruitment, social growth, and community involvement among their objectives.

Objectives for both the regular school term and the summer term were the primary basis for evaluating the success of each LEA project. A judgement was made on each objective in each project as to the degree of attainment. Every available source of information bearing upon the objective was used in making this judgement. The most heavily relied upon document was the local evaluation report prepared by the local project director and his staff. Other sources of information used in this evaluation effort were reports of state consultant monitoring visits, reports from news media, and reports from staff development consultants who worked in the LEAs during the operation of the projects.

Summaries of the degree to which each objective in each LEA project was attained are contained in this chapter.

DISSEMINATION

Dissemination of program information at the local level included news releases to local newspapers, coverage by local radio and television stations, reports to local boards of education and other local groups, pictures, slides and tape recordings which were presented to selected audiences, and the distribution of newsletters.

At the state level there was a periodic dissemination of information through the publication of Migrant Matters. This newsletter was directed to local migrant project directors, school superintendents, advisory committee members, personnel in the State Education Agency, and the U. S. Office of Education. Additional news releases from the Division of Public Information were sent to newspapers, radio, and television stations, wire services and other news media.

Other methods of disseminating program information were the reports given at the periodic meetings of the State Advisory Committee on Services to Migrants and through the State Migrant Parent Advisory Committee. One dissemination effort of a local migrant project is worthy of special note. Through the efforts of the local project director and the Director of Community Relations, Alamance County provided both news and feature coverage of its migrant education through two local television stations.

OTHER FINDINGS

The 1976 annual evaluation report contained several recommendations. They served as guides for future improvements in the migrant projects. These recommendations have been followed in varying degrees as indicated below.

1. *Each local project should include an objective for each area of instruction, each supporting area included in the project and each management function required by the federal law and national program guidelines.*

   This recommendation was followed by most of the local projects. It is noted that a few of the LEAs still did not include objectives relating to management functions, particularly to such areas as needs assessment, staff development, information dissemination and parent advisory committees.

2. *The staff development needs of school clerks should be assessed and training programs developed to meet these needs.*

   This recommendation was met through individual sessions by the project consultant, by group sessions conducted by the teletype terminal operators and by an extensive effort at the summer staff development workshop.

3. *There should be a continuous on-going evaluation of the effectiveness of the staff development provided by the state migrant office.*

   This recommendation was followed by evaluating each staff development effort and the follow-up in the local projects during monitoring visits to determine the use which was being made of the ideas presented at the workshop sessions.

4. *The state consultant should present the evaluation findings to the LEA.*

   This recommendation was followed. Each consultant made an appointment with the superintendent and/or staff members. The taped evaluation report was played and initial reactions of the local project personnel were noted.

5. *Efforts should be made to develop an Administrative Guide.*

   This recommendation was followed and the Migrant Education Administrative Guide was published in June, 1977.

6. *The state migrant office should make every reasonable effort to secure supporting services from other agencies and organizations.*

   This recommendation was carried out. The result was the assignment of more than 60 individuals to the migrant education projects by the Migrant and Seasonal Farm Workers Association. These individuals provided more than 49,000 man hours of service to the migrant education projects at no cost to the migrant program budget.

7. *The state educational agency should complete the work already begun to organize and activate a state-level, state-wide parent advisory committee to serve the migrant program.*

   Efforts to complete this work were continued and the State Migrant Parent Advisory Committee became a reality.

8. *The state migrant office should continue its efforts to improve LEA staff competencies through workshops and technical assistance.*

   This recommendation was followed. The state migrant office sponsored three major staff development workshops during the year.

9. *The state migrant office should continue its active participation in the State Advisory Committee on Service to Migrants.*

   This recommendation was followed.

10. *The state migrant office should assume a greater role in the identification and certification of eligible migrant children.*

    The state migrant office assisted in surveys in several LEAs during the year. This resulted in the establishment of three (3) new migrant projects. Other activities in this area included a thorough study and revision of the certification instrument.

11. *The state migrant office should provide timely program information to the parents of migrant children.*

    In addition to the incidental information which was made available to the migrant parents through the State Migrant Parent Advisory Committee, the state migant office developed a brochure giving specific information about the Migrant Student Record Transfer System to the parents of migrant children and outlining their rights under the Educational Rights and Privacy Act.

12. *The local educational agencies should provide bilingual-bicultural programs for Spanish-speaking children in their migrant education projects.*

    This recommendation was at best only partially followed. It is noted that one project which was a new project this year did an outstanding job in this respect. It is also noted, however, that some LEAs had Spanish-speaking children enrolled and did little or nothing toward meeting the intent of the recommendation to provide a bilingual-bicultural program.

13. *The local educational agencies should make every reasonable effort to coordinate the migrant education project with the other on-going instructional programs in the local schools.*

    There is some indication that an effort was made by the LEAs to follow this recommendation.

14. *The local migrant project personnel should make maximum use of information on the individual migrant student transfer record.*

    Even though there is an indication in the local evaluation reports and state consultant monitoring reports that the information on the student transfer records is helpful to the migrant project personnel, there still seems to be a need to make the information more readily accessible and usable by the regular instructional staff in the schools.

CHAPTER IV

PROGRAM EFFECTIVENESS

PROGRAM FOCUS

In considering the effectiveness of the North Carolina Migrant Education Program, it is necessary to take into account the different types of projects being operated within the state. Regular school term projects are operated for the benefit of intrastate migrants and the smaller number of interstate migrants who are home-based in North Carolina. These projects are supplementary in nature and are designed to strengthen instructional programs offered through state, local and other federal sources of funding. Summer term migrant education programs are focused more directly on the needs of interstate migrants and provide a full range of intructional and supporting services.

TESTING RESULTS

Statistics provided by the Migrant Student Data Center indicates that there were 8,413 students enrolled in migrant projects in North Carolina during the 1976-77 school year. All of the projects in which these students were enrolled did some testing, and submitted the results of the testing program to the Migrant Student Record Transfer System (MSRTS), so that individual test scores could be entered on the individual student records. According to information from the MSRTS, more than 8,000 test scores were recorded during this period of time. These test scores represented the results obtained from different standardized tests and sub-tests which were administered. The most frequently used tests in order of frequency used were:

Iowa Test of Basic Skills
Comprehensive Test of Basic Skills
California Achievement Test
Wide Range Achievement Test
Metropolitan Achievement Test

The emphasis upon documenting achievement of project objectives with gain scores apparently had an impact on the local projects, since 100 percent of the projects submitted pre-test as well as post-test scores. Students who entered North Carolina migrant projects during the first three months of the regular term stood an excellent chance of being tested with one of the five most frequently used achievement tests as indicated above.

Although the number of scores received in 1977 exceed those reported in any previous year, all of the difficulties of obtaining cognitive measurements of a mobile population were quite apparent. The use of different tests and score types ranging from grade equivalent to raw scores severely limited the statistical comparisons which could be made. Migration and absences made it quite difficult to obtain two sets of measures on the same students over any reasonable span of instruction. Given these difficulties, it was quite challenging to report gain scores representative of three or more projects with more than thirty students at the same grade level on the same test. This standard was reached for approximately half of the gain scores reported and it is believed that such results provide the best estimates to date of the progress being made by North Carolina migrant students.

The instructional period between the scores reported in Tables XII and XIII varied with the project submitting the scores. The average time for most results was approximately seven months. The average reading gain for this period ranged form one year on the Stanford Achievement Test to five months on the Comprehensive Test of Basic Skills. Since there is an inconsistent pattern of test selection, it is likely that differential project results are a factor in the variability. Inspection of the tables reveals that the range of achievement between grades exceeds the range between tests.

Mathematics gain scores are reported in Table XIII. If these tables could be summarized, the average gain would be approximately six months over the instrutional period.

When all the factors relating to interpretation of test scores are taken into consideration it may be that the most meaningful comparisons are those with previously reported gain scores. It appears from all available test scores that there was a slight improvement in reading achievement in 1976-77 as compared to reported gains in 1975-76. The gains reported in mathematics were essentially the same as those reported in 1975-76, but are considerably higher than those reported prior to that year. This would tend to indicate that the increased emphasis on mathematics instruction which began in 1975-76 continues to be reflected in greater student achievement in this area.

It is noted that over the range of grades represented, the deficit in mathematics is less than the reading deficit. In view of what is known about the average achievement of North Carolina students (the 1972 state assessment revealed that sixth grade students were around nine months behind the test publisher's norm), achievement test results for migrant children indicate that reading should continue to be emphasized and the emphasis on mathematics should be increased. Individual project gains are recorded in the respective individual project evaluation reports.

Tables XII and XIII represent an attempt to maximize the use of available data. Test scores on all pre-tests were averaged in an attempt to ascertain the reading and mathematics status of the current migrant population. The graphic representation of these scores is given in Figures VI and VII. These results reveal the mounting deficit facing migrant students as they continue in school. The current pattern is quite similar to those reported in past evaluations. The apparent progress in the upper grades is probably due to the dropping out of many of the less able migrant students. A meaningful goal of the migrant program might well be to decrease the number of secondary school dropouts and thereby increase the numbers of students in these grades.

All test results indicate that North Carolina migrant students are progressing at a rate comparable to most compensatory education students, and that over a two-year period gains in reading have been improved. There is no statistical method by which portions of these gains may be divided between the regular school offerings and the supplementary migrant programs. More elaborate measures could be recommended, but such evaluation designs would far exceed the state evaluation requirements and would possibly exceed the limits of financial feasibility.

EXEMPLARY PROGRAM COMPONENTS

For years it was the policy of the Migrant Education Section to recognize exemplary activities in the local projects. This was valuable in bringing about some desired changes in other local projects. In the 1974 evaluation report this practice was discarded because of the outstanding qualities of one local project and one activity carried out at the state level. These two projects were highlighted in the 1974 evaluation report. Since that time it has been the policy of the State migrant office to select and highlight one outstanding characteristic of each of the projects operated within the state.

It should be noted that in years past the exemplary program or program components reported in the annual evaluation report were selected from among the summer projects. The pattern of selection now takes into consideration both regular school term projects and summer term projects. Therefore, some of the exemplary program components described below will relate to the regular school term projects and some to the summer projects.

The outstanding and exemplary features of the several local migrant education projects are described on the following pages.

Alamance County

A most commendable feature of the Alamance County project was the efforts put into disseminating information to the community. Dissemination efforts included a television interview on WGHP, channel 8, High Point and both news and feature coverage on WFMY, channel 2, Greensboro. These public media appearances were in addition to the normal dissemination efforts usually associated with migrant projects such as press releases, newsletters, staff-parent conferences and information distributed to the local school personnel and the county central office staff.

Bertie County

Bertie County is to be commended for the effectiveness of its parent advisory committee. Because of the promotion of the local project staff, attendance at the PAC meetings was excellent and tremendous interest in the program was generated in the community. This resulted in a concerted effort to enroll all eligible children in the program, and the continued growth of the project.

Bladen County

The success of the Bladen County migrant project may be contributed to the sensitivity of the project staff to the needs of the migrant children enrolled in the program and the efforts of the staff to meet the needs which were identified.

Camden County

One of the requirements of the migrant program is that it be coordinated with other programs and projects. Camden County is recognized for the outstanding manner in which they coordinated the migrant project activities with the regular Title I program during the summer program at Camden Middle School. The coordination of the two programs made possible the extension of services of the regular Title I program to the migrant children.

Columbus County

A strong point in the Columbus County project was the use of home-school liaison aides. Project aides and aides supported through the Migrant and Seasonal Farm Workers Association were responsible for the success realized in recruitment into the program and referrals for services to community agencies.

Duplin County

A noteworthy aspect of the Duplin County project was the effort applied in involving migrant parents in the education of their children. The staff promoted this parent involvement through personal contacts, PAC meetings, project activities and news media.

Edenton-Chowan

The evaluation reports submitted by Edenton-Chowan for the regular school term and the summer project deserve attention. It is evident from these reports that evaluation was an on-going activity throughout the operation of the projects and that the evaluation of the project activities was based upon objective information and substantiated by appropriate documentation.

Edgecombe County

One of the primary strengths of the Edgecombe County project was the support the program received from the PAC and from the central office. The members of the parent advisory committee became involved in the project to the point that they volunteered to visit with the project personnel, observe the project activities and report back to the committee.

Gates County

Gates County continues to enjoy strong support from the central office. This has resulted in sincere efforts to improve the quality of program offerings and excellent student-staff rapport.

Greene County

Creative writing played an important part in the Greene County migrant project. One of the strengths of the project was the development of positive attitudes in the students through this medium of self-expression.

Halifax County

The career exploration class in the Halifax County summer migrant project was cited last year. The project is to be commended for the expansion of this program component and the pre-planning that was necessary to make it successful.

Harnett County

The effectiveness of program management is characterized in the Harnett County migrant project by the balance between the special interest courses offered during the summer term and the supportive services which were provided by community agencies.

Haywood County

A most effective portion of the Haywood County migrant project was the expansion of staff to provide for the instructional needs of the migrant children. A full staff of certified teachers and competent aides work together for the benefit of the migrant children.

Henderson County

The extra efforts which are required to provide continuity in the educational program for the migrant children in Henderson County is recognized. The same reading program which was begun during the summer project was continued uninterrupted with the same migrant children into the regular school term.

Hertford County

The Hertford County migrant project can take pride in the level of service provided to the children enrolled. The instructional staff was able to provide attention to the students at the secondary level as well as those in the elementary school.

Hoke County

The total impact of the Hoke County migrant project was increased considerably by the services the project staff was able to secure for the migrant children from community agencies.

Johnston County

The Johnston County migrant project became more alive and more meaningful to the migrant children because of the outstanding efforts which were made in correlating music, sewing and shop with the basic subjects.

Lenoir County

The most commendable aspects of the Lenoir County summer migrant project were variety of curriculum offerings and the outstanding activities which were carried out in the areas of home economics and earth science.

Martin County

The use of volunteers in the summer migrant project in Martin County was commendable. Parents, a local caterer, a housewife, a youth group from a local church and others in the community assisted in numerous ways to make the project successful.

Maxton City

Hands-on experiences were the rule in the occupational courses offered in Maxton City's summer migrant education project.

Montgomery County

Montgomery County is to be congratulated on the variety of teacher-made teaching materials which were available to the children enrolled in the migrant project.

Moore County

Moore County's migrant education project was characterized by intensive recruiting and the provision of a full range of instructional services to meet the needs of the students enrolled.

Nash County

The state migrant staff concurs with the director of the Nash County migrant project that staff development was a strength of the project. As important as the staff development itself, however, is the cooperation of other central office personnel in supporting the migrant education activities.

Northampton County

The state migrant staff nominates the effective use of outside resources and community volunteers as an outstanding component of the Northampton County summer term migrant project. Literally dozens of experts, resource people and community volunteers added their input into the program.

Pasquotank County

Pasquotank County is to be commended for its critical analysis of the effectiveness of its migrant education project and the objective reporting of this analysis in its evaluation report.

Perquimans County

The Perquimans County migrant project was unusually effective in establishing a good relationship with the migrant parents in the community. This was made possible because of the visits which were made by the project staff members into each home of the 95 pupils enrolled in the project.

Pitt County

The performance of the Pitt County migrant project in working to carry out the recommendations in the previous years' evaluation report is commendable. This effort resulted in more individualized instruction, better measurement of student progress, better recruiting and more parent and community involvement.

Red Springs City

The operation of the media center in Red Springs' summer migrant project continues to be an outstanding feature of the program. The positive attitudes and relationships resulting from this component of the program carry over into other areas of the program.

Richmond County

The committment of the central office to provide adequate guidance, direction and supervision to the Richmond County migrant project resulted in a program which was effective in meeting the instructional needs of the migrant children.

Robeson County

One of the noteworthy features of the Robeson County migrant project was the expansion of the curriculum offerings to include creative arts. A resource person worked closely with the teachers to insure that meaingful art activities were a part of each migrant child's experiences.

St. Pauls City

The interest and enthusiasm in reading which was developed among the children in the St. Pauls migrant project was tremendous. This interest and excitement was the result of effective use of commercial and teacher-made materials.

Sampson County

The organization of the Sampson County migrant project provided extensive correlation between the classroom teachers and the special subject teachers such as art, music and physical education.

Scotland County

The Scotland County migrant project was highly successful, due in part to the emphasis which was placed on the mastery of skills and the application of these skills to real life situations.

Tyrrell County

Tyrrell County's central office staff is recognized for its commitment to the migrant education program and the effective home-school coordination practices which resulted from this commitment.

Washington County

The organization of an open classroom approach to learning in K-3 in the Washington County migrant project was worthy of note. This allowed more freedom for the students in the migrant program while at the same time providing additional time and opportunities for the staff to plan and correlate their work.

Wilson County

Wilson County should be recognized for an outstanding job in teaching English as a second language to the Spanish-speaking children who enrolled in the migrant education program.

Yadkin County

The Yadkin County migrant project was a new project in the summer of 1977, yet because of effective pre-planning and careful selection of instructional materials, it was able to meet the needs of the migrant children who were almost entirely Mexican-Americans and who spoke little or no English.

CHAPTER V

SPECIAL SUMMER TESTING PROGRAM

PRE-PLANNING

During the regular school term a question was raised about the validity of formal testing during a six weeks long summer project. Another question related to the importance of changes in attitudes toward educational activities and their effect on academic achievement. In order to get a measure of achievement in the academic areas of reading and mathematics and indications of changes of attitudes toward school and school related activities, it was determined that a special testing program would be necessary.

Consultants from the Research Triangle Institute and the Division of Research, Department of Public Instruction were asked to assist in developing a research design which would provide the kind of information which was desired. Six local educational agencies were asked to participate in the testing program. They were selected on the basis of comparable enrollment, program emphases, average class size and a willingness to participate in the testing program which promised to be very demanding of time and effort. The six participating LEAs were Bertie County, Harnett County, Johnston County, Pasquotank County,Northampton County and Richmond County.

One of the consultants in the migrant education section was given the assignment of coordinating the testing program,and the framework of the project was developed.

DEVELOPING OBJECTIVES

In planning the testing program one of the first things to be accomplished was the development of a set of objectives against which to measure any changes which might result. The following objectives were developed, agreed upon and adopted by the six participating LEAs.

1. By the end of the summer project the migrant children will show a positive improvement in their attitudes toward school as indicated by a pre and post application of the Arlin-Hills Attitude Survey.

2. By the end of the summer project the migrant children will show an improvement in their attitudes toward teachers as indicated by a pre and post application of Arlin-Hills Attitude Survey.

3. By the end of the summer project the migrant children in the kindergarten program will show an increase in school readiness as indicated by a pre and post application of the Metropolitan Readiness Test.

4. By the end of the summer project the migrant children will show improvement in reading as indicated by a pre and post application of the Metropolitan Achievement Test.

5. By the end of the summer project the migrant children will show a positive change in attitude toward language arts as indicated by a pre and post application of the Arlin-Hills Attitude Survey.

6. By the end of the summer project the migrant children will show improvement in mathematics as indicated by a pre and post application of the Metropolitan Achievement Test.

7. By the end of the summer project the migrant children will show an increased interest in cultural arts as indicated by a pre and post application of selected items from the Cultural Arts Test.

8. By the end of the summer project the migrant children will show a positive change in attitude toward mathematics as indicated by a pre and post application of the Arlin-Hills Attitude Survey.

TEST SELECTION

As the objectives were being formulated, a survey was made of available testing instruments which would measure the factors included in the objectives. It was mutually agreed among the participating LEAs to use the Metropolitan Achievement Tests for measuring gains in reading and mathematics. The Arlin-Hills Attitude Scales were selected to measure changes in attitudes toward teachers, learning processes, language arts and mathematics.

After much searching it was concluded that there was no appropriate instrument on the commercial market for measuring changes in attitudes toward cultural arts. Therefore, appropriate items were selected from the Cultural Arts Test which was developed by the Department of Public Instruction and used in the State Assessment of Educational Progress in 1975. These items were combined into an instrument to be used in the special migrant education testing program.

TRAINING TEST ADMINISTRATORS

A test administrator's manual was developed prior to the summer staff development workshop and all testing materials were made ready. At the summer staff development workshop a consultant in the Division of Research met with the directors and evaluators of the six LEAs involved and provided specific instructions about how the testing program was to be conducted and the role each project director or evaluator would have in providing similar training to the teachers who would be administering the tests. Research consultants and statistical analysts from the Regional Education Centers and the Division of Research were assigned responsibilities for monitoring the administration of the tests to assure that all testing procedures were followed uniformily.

TESTING, SCORING AND ANALYZING

Testing dates in the local projects were determined so that there would be a minimum of twenty (20) days of instruction between the pretest and posttest.

After the tests were given all the test booklets were returned to the State Migrant Office. The coordinating consultant sorted and packaged each separate test and sent them to be scored. The Metropolitan Achievement Tests were scored by the Psychological Corporation Scoring Service. The cultural arts test and Arlin-Hills Attitude Scales were scored by the Division of Management Information Systems, Department of Public Instruction.

Test data received from the scoring services was examined and all usable information was transferred to a disc pack so that it could be analyzed with the least amount of difficulty.

At this writing the analysis of the test results is continuing and conclusions are being drawn. It is already obvious that the testing program was unique in several ways. It was an attempt to relate achievement as indicated by recognized scoring methods (raw scores, precentile scores, standard scores, etc.) to short-term summer programs. It will make possible the comparison of academic achievement to changes in attitudes toward school and school-related activities. It will serve as a valid sampling and provide a state assessment of the status and needs of migrant children in North Carolina.

Since the analysis of test information is continuing it is impossible to judge the total impact of the testing program. It is the strong belief of the State Migrant Office, however, that regardless of how well the objectives of the testing program are met, or how unsuccessful the migrant projects were in demonstrating success toward meeting them, the testing program will have been worth all the work and money involved just to have the assessment of the North Carolina migrant children which it represents.

Tables XXI through XXVII provides information on the population which was tested during this special testing program.

CULTURAL ARTS

Analysis of the cultural arts test scores indicates that there was an overall positive change in attitude toward the cultural arts among the migrant children. For instance, the analysis of item responses on the cultural arts test indicates that there was a positive change in attitude toward writing, art, drama and music. More children indicated that they would like to be writers, artists, actors or singers at the end of the program than at the beginning.

It should be noted also that there was a negative change in attitude toward dance among these same children. Fewer of the migrant children responded on the post-test that they danced in their school classes, that they made up their own creative dances, that they would like to learn more about dancing and that they would like to be dancers when they grew up.

ATTITUDES TOWARD MATHEMATICS

There was a positive change in attitudes toward mathematics by the children enrolled in the summer migrant projects which participated in the testing program. For example, a greater percentage of the post-test responses indicated that the students liked arithmetic and that they liked to do arthimetic outside the classroom, while at the same time there was a decrease in the percentage of children who thought arithmetic was boring and that arithmetic was a waste of time.

ATTITUDES TOWARD LEARNING PROCESS

A greater percentage of the children responded positively on the post-test on attitudes toward the learning process, indicating a positive change in attitude toward school. Post-test responses in this area indicate that a greater percentage of the children believe they have more opportunities to help in the planning of classroom activities and more freedom to move about the room. A smaller percentage of the children indicate that they think they have too much homework and that too much of the learning comes from a textbook.

ATTITUDES TOWARD TEACHERS

During the testing program there was a positive change in attitude toward teachers. A sampling of responses indicates that at the end of the testing period a greater percentage of the children felt safe around the teachers and that the teachers did a good job in helping the students to learn. A smaller percentage of the children thought that the teachers were bored with teaching and that they bossed the students around.

ATTITUDES TOWARD LANGUAGE ARTS

Changes in attitudes toward language arts were also positive during the summer migrant projects. More children indicated that they thought it was fun to work with words and that reading was easier. A greater percentage indicated that they liked spelling and that reading was their favorite subject. A smaller percentage of the children thought that writing was a waste of time and that reading was hard.

METROPOLITAN ACHIEVEMENT TESTS

As indicated earlier, the analysis of test scores is continuing. It appears, however, from a preliminary examination of test scores in reading and mathematics, that there was a measureable amount of progress in both areas. More definitive information will have to be extracted from the test results before the actual progress can be stated in specific terms.

As first glance, it would appear that progress in total reading achievement was made at all three levels of the test (Primer, Primary I and Elementary). Until more verification is available it also appears that greater progress was made at the Primer and Primary levels than at the Elementary level.

While definite progress seems to be indicated in the area of reading, the scores on the mathematics sub-tests seem to indicate even greater progress than in reading. Not only does the progress in mathematics seem to be greater at each testing level, there does not appear, at first glance, to be the same leveling off in the rate of growth in mathematics at the elementary level that seems to be apparent in reading.

As more careful analyses are made of the test results they will be shared with the participating LEAs, the U. S. Office of Education and other interested individuals and organizations.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

SUMMARY

All available information indicates that the North Carolina Migrant Education Program is adequately meeting the legislative requirements and the national program objectives. It is meeting the state goals for the program and has developed an effective procedure of delivering services to eligible migrant children through indirect administration of project activities through the local educational agencies. Correspondence from the Office of Education indicates that the "program evaluation procedures and subsequent reporting format continue to improve. The migrant program staff is to be commended for the continual upgrading of this important program activity."

Priorities set the emphasis, and objectives give the focus to the state program. Exemplary activities were noted in the regular and summer term projects. The recommendations of the local project directors were carefully analyzed and the state migrant staff made their own recommendations for improving local projects. The practice of presenting the local evaluation report findings to the LEAs by means of a recorded tape was continued and the taped evaluations were expanded to contain reactions to the local project directors' recommendations. Program support for the state migrant education program was obtained through cooperative agreements with the Migrant and Seasonal Farm Workers Association. A total of three (3) projects were initiated during the year.

All local projects used some type of achievement measurement to document attainment of major project objectives. Analysis of test results generally support the positive conclusion recorded in the local evaluaton reports. A status calculated from pretest scores of more than 1,500 migrant students in all grades reveals that, compared to national norms, these migrant students face mounting deficits as they progress through the schools. In comparison to the achievement of other compensatory students and the statewide assessment of student progress in North Carolina, however, this status is not overly depressing. Analysis of gains for various subgroups of the regular school term migrant population reveals an increase in reading achievement compared to previous results. Mathematics gains were essentially the same as those reported in 1976. Overall, the test results reflect the program emphasis and add a note of progress to the 1977 program.

RECOMMENDATIONS

Recommendations for continued improvement and greater effectiveness in the migrant education program fall naturally into two categories - LEA project management and the SEA program management.

In addition to the following recommendations relating to SEA and LEA program management, it should be noted that additional recommendations for the individual migrant projects are contained on the evaluation tapes which have been prepared for each of the LEAs.

SEA PROGRAM MANAGEMENT

1. *The state migrant office should encourage the LEAs to conduct needs assessments as required by provisions contained in the Migrant Education Administrative Guide.*

One of the requirements set forth in the migrant program regulations is the assessment of the needs of migrant children. It follows that if the migrant program is to meet its mandate "to meet the special educational needs of migratory children of migratory agricultural workers and migratory fishermen" it first becomes necessary to find out what those needs are. It was noted from the local evaluation reports that some LEAs did not have a specific objective relating to needs assessment. Therefore, it is the recommendation of this evaluator that the state migrant staff give more attention to the development of plans for needs assessments during project planning period, and more careful scrutiny of the project applications during the project review period in order to assure that the needs of the migrant children may be assessed and instructional activities planned accordingly.

2. *The state migrant office should develop a technical assistance package to assist in the identification and recruitment of migrant children.*

One of the objectives of the state migrant program is to assist in the identification and recruitment of migrant children. Consultants from the state migrant office are called upon to assist LEAs in conducting surveys to determine the location of concentrations of migrant children. If a technical assistance package were developed and careful instructions given for its use, the LEA personnel would be able to carry out this kind of activity with a minimum amount of time on the part of the state consultant. This would result in economy of time and effort, and at the same time accomplish the purpose of the survey - the identification and recruitment of migrant children.

3. *The state migrant office should up-date the Migrant Education Administrative Guide.*

Much effort and time went into the development of the Migrant Education Administrative Guide. Now that it has been used for a while, the very use of it has pointed up areas where it can be improved. The guide and its self assessment instrument were developed in loose leaf form so that it could be modified as desired. In order to keep it as near up-to-date as possible and to make it as effective as possible, it is recommended that it be revised and up-dated.

4. *The state migrant office should apply the concepts of management contained in the Migrant Education Administrative Guide to the administration of the migrant program.*

The development of the Migrant Education Administrative Guide was a milestone in program management. It has been used by the state migrant office to assess the status of program management at the state level. To date, however, there has been no statewide application of this instrument to the local migrant projects. It is therefore recommended that the state migrant consultants assist the local project administrators in making an assessment of local project administration, using the Administrative Guide as the basis of this assessment.

5. *The state migrant office should seek to improve the continuity of the educational programs of migrant children.*

The first priority of the state migrant education is program continuity. It appears that a little more effort should be expended toward this end. The only activities which can be cited to indicate an effort in this direction are the participation in the Migrant Student Record Transfer System, the representation of the state and local projects at the east coast regional migrant education conference and the attendance of the state migrant program director at other regional and national conferences. Program continuity could be enhanced through positive action such as interstate teacher exchange, interstate program planning, use of state consultants to monitor program activities in other states and participation by the state staff in regional and national conferences on migrant education.

6. *The state migrant office should establish clear channels of communication with all areas of program supervision and administration within the SEA.*

One of the legislative requirements of the program is the close coordination of the migrant program with other programs and projects. This makes it mandatory for the migrant program to establish lines of communication between the various divisions and programs which serve the migrant students either directly or indirectly. There must be a free flow of information among the several divisions in the Department of Public Instruction if the migrant child is to be afforded the benefits of the programs available through state, local and other federal funds. In order to make all educational opportunities available to migrant children, it is therefore recommended that clear and open channels of communication be established with other divisions and programs within the Department of Public Instruction.

7. *The state consultant who works with each LEA should prepare the state migrant office's reactions to the local evaluation report.*

It has been the custom in the past for one individual in the state migrant office to prepare a taped summary of the local evaluation report for each LEA. This taped report was then played to the local project director and his personnel so that they could react and respond. In some cases the voice on the tape was obviously not that of the state consultant which monitored the project during its operation. This sometimes made it seem that the individual who evaluated the program was doing so without having a first hand knowledge of the program activities or program effectiveness. It is believed that if the voice on the evaluation tape is that of the person who assisted in planning the program and who monitored it throughout the time it was in operation, two benefits will be derived. First, the feeling that the project is being evaluated by a person who is not knowledgeable of project details will be allayed; and second, a closer relationship and better rapport will be established between the state consultant and the local project personnel. It is therefore recommended that the local evaluation tapes be prepared by the state consultant who monitors the local project.

LEA PROGRAM MANAGEMENT

1. *The local educational agencies should provide bilingual-bicultural programs for Spanish-speaking children in their migrant projects.*

This recommendation is repeated from last year. Notwithstanding the recommendation in the 1976 evaluation report, it was noted that less than maximum effort was made to meet the needs of the migrant children who spoke little or no English. Instruction was generally in English and did not relate to the cultural background or mores of the children. In some instances the LEAs made some efforts to meet the needs of these children by employing teachers or aides who had a knowledge of the language, but in some instances these personnel were not employed until after the children had already been enrolled in the program. Occasionally a Spanish-speaking staff member would be assigned responsibilities at one instructional level, yet there were Spanish-speaking children enrolled in the program at a different level who had no contact with anyone who could communicate with them in their native language.

It is recognized that a small degree of progress has been made in providing a program for Spanish-speaking children, but generally speaking the kind of attention given to this portion of our migrant child population does not allow the maximum rate of educational development. It is therefore recommended that in those areas where bilingual or Spanish-speaking students are enrolled, the first preference for employment be given to bilingual teachers and aides, and that teachers and aides who speak only English be given last consideration. This should assure that sufficient numbers of bilingual personnel will be on hand to communicate with the pupils at the time they report to school. While it is understood that this might result in considerable changes in project staffs, it is still viewed as the most effective method of providing an effective program of instruction for the largest number of children.

In line with the recommendation for providing bilingual-bicultural programs for Spanish-speaking children, the local educational agencies should provide ample instructional materials printed in Spanish and adequate cultural materials to be used in the classroom so that the curriculum is compatible with the cultural background of the students rather than an English program with some of the communication being in a foreign language.

2. *The hours of operation of local migrant projects should be during the part of the day which would allow the greatest number of migrant children to benefit from the program.*

It is noted that some projects are operated at odd hours, afternoons, evenings and into the night. It was also noted during monitoring visits that young children were attending programs which extended into the late evening. They were unable to participate fully in the project activities because of sleepiness and fatigue.

It is the strong belief that the children would benefit more from program activities and would be able to attend the program more regularly if activities were carried out during the morning and early afternoon hours. These are the times when the pupils would be more alert. These are also the times when the parents are normally working in the fields and would appreciate having the children cared for in a learning environment. Therefore, it is recommended that the local educational agencies make a thorough study of the factors involved - recruitment, age of pupils, attendance, transportation, food service, program coordination, etc., and schedule project activities for the convenience and benefit of the greatest number of migrant children.

3. *The local educational agencies should make a concerted effort to enroll all eligible children and youths at the secondary school level in the regular school term migrant projects.*

An analysis of the age and grade placement of migrant children enrolled in the migrant education program indicates that much attention is being given to the enrollment of eligible children in the elementary schools. The number of secondary school children enrolled in the regular school program is much less by comparison than the children enrolled in the elementary school. This may be caused by the dropping-out of the migrants when they reach secondary school age. Again, it may be that not enough effort is being made to enroll the secondary school-age migrants in the local projects.

Interstate and intrastate migrants and formerly migratory children, according to the definitions contained in the program regulations, should be recruited into the program regardless of their grade placement. Special attention needs to be given to recruitment of students in the upper grades and to the enrollment of students who are eligible under the formerly migratory definition.

Due to the smaller numbers of children in the program at the upper grade levels, it may not be economically feasible to offer a special supplementary program of instruction for them, but enrolling them in the project and reporting their academic progress through the Migrant Student Record Transfer System will assist schools in other school districts and other states in providing a measure of continuity to their educational programs when they leave the area.

Where programs of instruction can be offered to the children in the upper grades, and where testing programs can be applied, a larger number of test scores from this school level will provide a more accurate picture of the achievement levels of the secondary school students in the program.

Another very important reason for enrolling all eligible children is the fact that enrollment in the Migrant Student Record Transfer System provides the basis for program funding.

4. *Local project directors should give attention to early planning of their summer migrant projects.*

In the overall operation of the migrant program many factors are involved. These involve, among other things, the assignment of project application numbers according to the available funds for supporting the project activities. Since it is imperative that the best uses be made of the available federal funds, and since considerable advanced planning is involved at the state level in order to utilize available funds in the most effective manner, allowing for the greatest degree of fund allocation and the least amount of possible fund reversion, the amount of time the state program administrators have been between the receipt of project applications and project funding becomes important. It is therefore recommended that local project directors use all the dispatch required to submit the summer migrant project applications within the time frame suggested by the state program director.

In addition to the convenience to the state migrant office which will result from this early submission of the project application, the local project director will also realize the advantages of more time to fill staff positions, organize instructional activities and receive delivery of instructional supplies to be used in the project.

5. *Local project directors should make every reasonable effort to secure supporting services from other agencies and organizations.*

Through the activities of the State Advisory Committee on Services to Migrants the state migrant office has been able to establish lines of communication with other agencies and organizations serving migrant families. Knowledge of programs and services is available from each of the member organizations of this committee. It has been through the exchange of information and establishment of these lines of communication that the state migrant education office has been able to secure personnel from the Migrant and Seasonal Farm Workers Association. This cooperative effort should be continued.

At the same time there should be a concerted effort on the part of local project directors to secure the services of other agencies. Home-school coordinators and other liaison personnel should seek the assistance of local departments of health, social services and other governmental agencies and private nonprofit organizations in support of the migrant education project. Referrals should be made to the appropriate agencies and organizations so that the delivery of their services will have an impact on the migrant family, and thereby support the educational program for the children in the family who are enrolled in the migrant education program.

While it may be easier, simpler and possibly quicker to provide supporting services by planning and budgeting for them in the project application, it should be remembered that funds available under this program are to be used for educational purposes; and that if the project attempts to provide excessive supporting services to the migrant children, it may be usurping the responsibility of some other governmental agency or providing a duplication of service to the migrant family.

6. *Local education agencies should give attention to the development of individual written educational plans for each student enrolled in the migrant education program.*

In addition to the assessment of student needs, regulations for the program (paragraph 116.47) require that the state educational agency encourage LEAs to provide for each child enrolled in the program, "an individualized written educational plan (maintained and periodically evaluated)..."

Local project directors and project planners should insure that the provision of the regulations is carried out. Individualized programs of instruction should be based upon individual needs assessments and individual performance should be evaluated in terms of specific objectives. Performance objectives should be individualized to the needs, program of study and abilities of the individual for whom they are developed; and the entire program, including performance objectives, should be evaluated periodically to assure that the individualized program of instruction is relevant to the needs of the student and that the student is making satisfactory progress toward meeting the stated objectives.

If it should be determined during the course of evaluating the program for an individual student that modifications in content, instructional level, methods or materials, or expected outcomes would make the educational program more effective, such changes should be written into the individual's educational plan and the modified program should be initiated in the classroom.

7. *Local project directors should take all steps necessary to assure that migrant children have an opportunity to participate in an educational program.*

Analysis of program statistics indicate that there were only twenty-four (24) migrant education projects operated during the summer of 1977. This compared to thirty-seven (37) projects during the regular school term. It was also noted that the number of intrastate and formerly migratory students enrolled in some of the summer migrant projects was far below the levels of enrollment in these classifications of pupils in these projects during the regular school term. Several conclusions may be drawn from this statistical information. One might be that there is not a significant number of migrant children in some of the LEAs during the summer harvest season. Another might be that the local program administrators choose not to operate a summer project, and another might be that there is not a strong recruiting effort put forth during the summer.

Whatever conclusions are put forth, the fact remains that there is a significant increase in the number of projects and student enrollment in the regular school term and a significant decline in the number of projects and student enrollment during the summer. Since summer projects for migrant children are the first priority in the state migrant program, this situation demands attention. It is therefore recommended that local project directors take whatever steps are necessary to provide a summer project for all the eligible migrant children in the area who can be recruited and enrolled. This may involve developing a project application for the summer, or it may only involve greater recruitment efforts in the summer project which is already in operation.

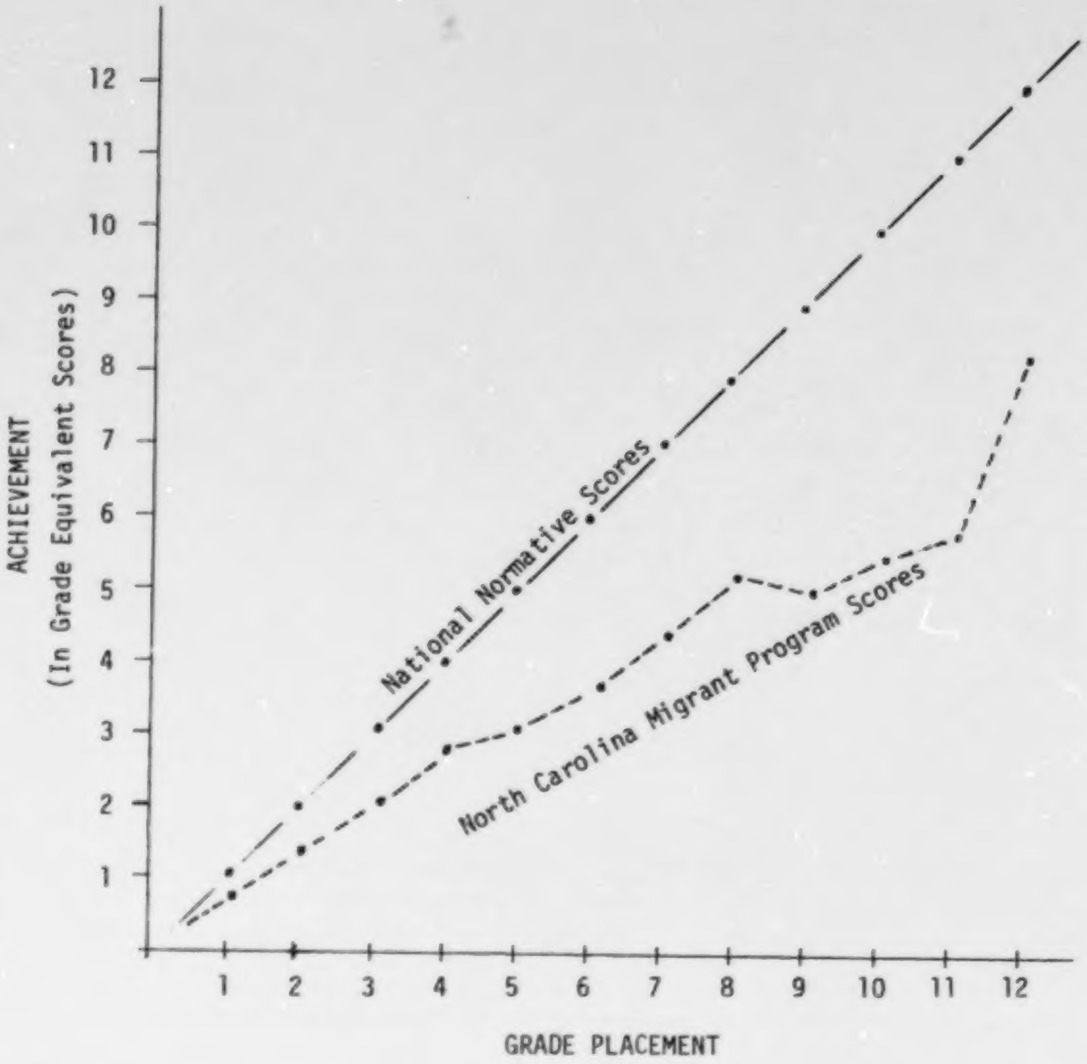
APPENDIX

↑ 68 blank

FIGURE VI

READING STATUS 1976-77

National Normative Scores and North Carolina Migrant Program Scores*



*Based on Data from Table XII

p. 70 blank

TABLE XII

READING STATUS

Regular School Term 1976-77

Mean Grade Equivalent Scores for all Tests From Beginning of Year and Early Mid-Year Data*

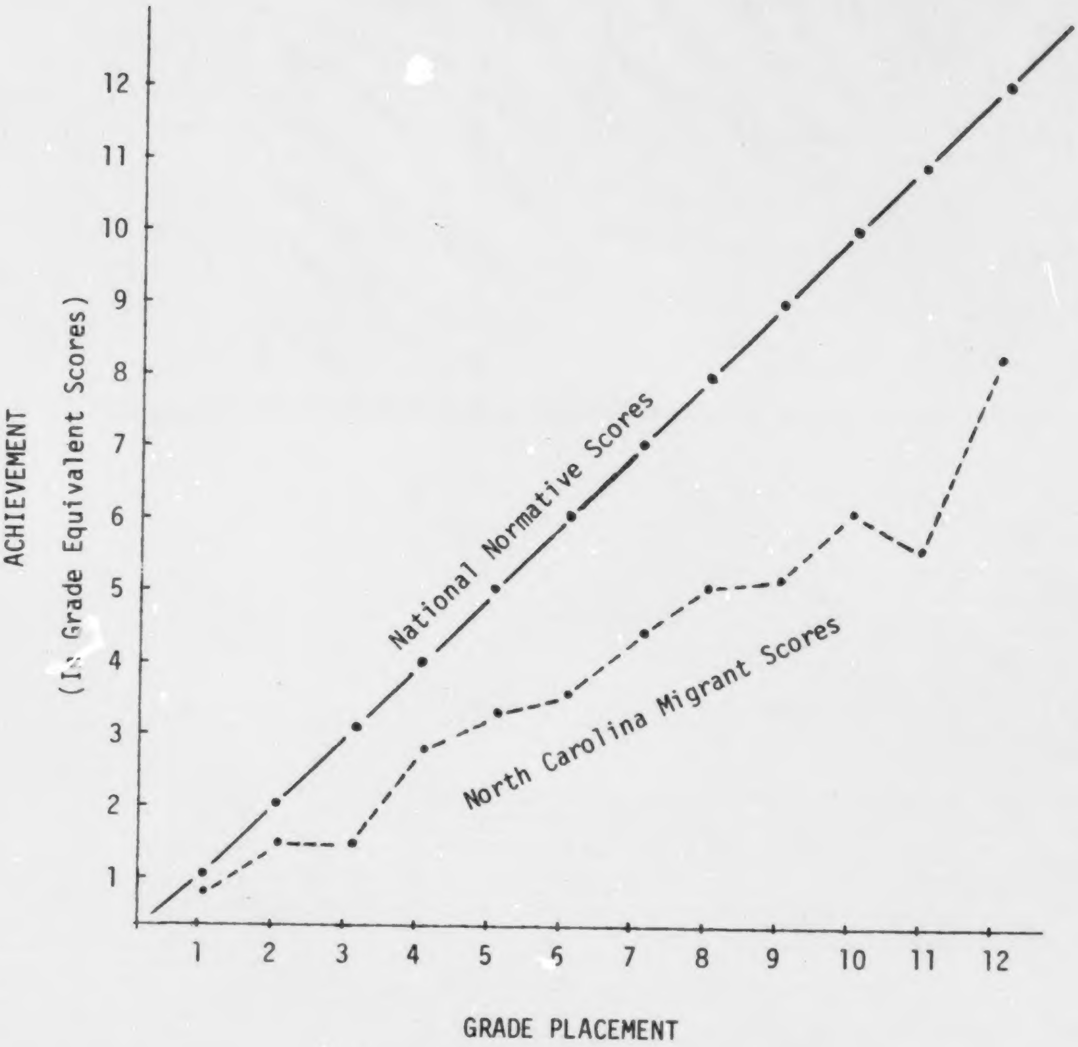
Grade	Number of Students	Mean Grade Equivalent	Deviation from Expected Achievement
1 (1.2)	50	.8	-0.4
2 (2.2)	93	1.4	-0.8
3 (3.2)	140	2.1	-0.8
4 (4.2)	168	2.7	-1.5
5 (5.2)	153	3.0	-2.2
6 (6.2)	180	3.6	-2.6
7 (7.2)	139	4.3	-2.9
8 (8.2)	111	5.1	-3.1
9 (9.2)	49	4.8	-4.4
10 (10.2)	30	5.5	-4.7
11 (11.2)	17	5.8	-5.4
12 (12.2)	10	8.1	-4.1

*These results were obtained by averaging all pretest scores reported in grade equivalents on the California Achievement Test, Comprehensive Test of Basic Skills, Iowa Test of Basic Skills and Wide Range Achievement Test. While it is recognized that such averaging is not strictly valid, the results provide the most meaningful estimate of the reading status of the migrant children at each grade level that can be obtained from the available test data.

FIGURE VIII

MATHEMATICS STATUS 1976-77

National Normative Scores and North Carolina Migrant Program Scores*



*Based upon Data from Table XIII

TABLE XIII

MATHEMATICS STATUS

Regular School Term 1976-77

Mean Grade Equivalent Scores for all Tests From Beginning of Year and Early Mid-Year Data*

Grade	Number of Students	Mean Grade Equivalent	Deviation
1 (1.2)	60	.8	-0.4
2 (2.2)	126	1.4	-0.8
3 (3.2)	178	1.4	-1.8
4 (4.2)	157	1.4	-1.8
5 (5.2)	174	3.3	-1.9
6 (6.2)	170	3.6	-2.6
7 (7.2)	180	4.4	-2.8
8 (8.2)	113	5.0	-3.2
9 (9.2)	48	5.1	-4.1
10 (10.2)	10**	6.0	-4.2
11 (11.2)	11**	5.5	-5.7
12 (12.2)	8**	8.1	-4.1

*These results were obtained by averaging all pretest scores reported in grade equivalent form on the Iowa Test of Basic Skills, California Achievement Test, the Comprehensive Test of Basic Skills and Wide Range Achievement Test. While it is recognized that such averaging is not strictly valid, the results provide the most meaningful estimate that can be obtained from varying test data.

**Small number of cases.

TABLE XIV

Comprehensive Test of Basic Skills: Reading

Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	28	.6	1.6	1.0
2	13	1.7	2.1	.4
3	11	1.9	2.5	.6
4	24	2.4	3.0	.6
5	14	2.7	3.0	.3
6	10	4.0	4.0	.0
7	10	3.9	3.4	- .5
8	11	4.9	5.2	.3
9	9	4.7	5.4	.7
10	10	6.1	6.3	.2
11	7	5.6	6.0	.4
12	4	8.8	9.0	.2

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XV

California Achievement Test: Reading

Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	5	.6	1.7	1.1
2	33	1.3	2.1	.8
3	50	2.0	2.8	.8
4	34	2.4	2.8	.4
5	49	2.9	3.7	.8
6	61	3.3	4.1	.8
7	51	3.7	5.2	1.5
8	38	4.2	5.7	1.5
9	24	4.8	5.5	.7
10	20	5.2	5.9	.7
11	10	5.9	6.9	1.0
12	6	7.7	8.2	.5

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XVI

Iowa Test of Basic Skills: Reading

Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
2	24	1.7	2.2	.5
3	43	1.9	2.9	1.0
4	61	2.9	3.6	.7
5	50	2.3	3.7	1.4
6	73	4.0	5.0	1.0
7	35	4.9	5.2	.3
8	44	5.6	6.4	.8
9	10	5.5	5.8	.3

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XVII

Wide Range Achievement Test: Reading

Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	17	1.3	1.4	.1
2	23	.9	1.5	.6
3	36	2.7	3.0	.3
4	49	2.9	3.6	.7
5	49	3.3	3.9	.6
6	36	3.3	4.0	.7
7	43	4.6	5.6	1.0
8	18	5.8	6.9	1.1
9	6	4.0	4.3	.3

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XVIII

California Achievement Test: Math

Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	34	.6	1.3	.6
2	89	1.2	2.4	1.2
3	94	1.6	3.0	1.4
4	94	2.8	3.7	.9
5	115	3.2	3.9	.7
6	127	3.5	4.3	.8
7	132	4.5	5.2	.7
8	86	5.1	6.1	1.0
9	39	5.5	6.0	.5
10	15	6.0	7.5	1.5
11	11	5.5	6.8	1.3
12	8	8.1	8.3	.2

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XIX

Wide Range Achievement Test: Math

Grade Equivalent Scores

Grade	Number of Students	Pre-Test Mean	Post-Test Mean	Difference
1	14	.8	1.5	.7
2	20	2.1	2.8	.7
3	29	2.7	3.7	1.0
4	41	2.8	3.8	1.0
5	46	3.7	4.7	1.0
6	29	3.8	4.9	1.1
7	37	4.0	5.0	1.3
8	17	4.6	5.9	1.3
9	7	4.0	4.6	.6

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XX

Comprehensive Test of Basic Skills: Math

Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	12	1.4	1.7	.3
2	17	1.6	2.0	.4
3	15	1.7	2.6	.9
4	22	2.7	3.7	1.0
5	13	3.2	3.9	.7
6	14	4.1	4.1	.0
7	11	4.1	4.9	.8
8	10	5.1	5.7	.6

These means were calculated from all available scores where the student had a minimum of seven months between pre and post tests.

TABLE XXI
SPECIAL SUMMER TESTING PROGRAM
SEX

	Pretest		Post-test	
	N	%	N	%
Boys	367	50.5	273	51.4
Girls	359	49.5	258	48.6
Total	726	100.0	531	100.0

TABLE XXII
SPECIAL SUMMER TESTING PROGRAM
RACE

	Pretest		Post-test	
	N	%	N	%
Negro	656	90.6	462	87.0
White	45	6.2	39	7.3
Am. Indian	5	.4	3	.6
Spanish-speaking	20	2.8	27	5.1
Total	726	100.0	531	100.0

TABLE XXIII
SPECIAL SUMMER TESTING PROGRAM
GRADE PLACEMENT

	Pretest		Post-test	
Grade	N	%	N	%
Pre-K	44	6.2	45	9.5
K	90	12.7	57	12.1
1	98	13.8	46	9.7
2	90	12.7	63	13.3
3	92	12.9	64	13.5
4	104	14.6	82	17.3
5	64	9.0	47	9.9
6	60	8.4	40	8.6
7	60	8.4	26	5.5
8	9	1.3	3	.6

TABLE XXIV
SPECIAL SUMMER TESTING PROGRAM
AGE OF STUDENT

	Pretest		Post-test	
Age	N	%	N	%
Not Indicated	35	4.8	39	7.2
4	14	1.9	12	2.2
5	66	9.1	56	10.4
6	85	11.7	53	9.8
7	72	10.0	52	9.6
8	76	10.5	46	8.5
9	98	13.5	68	12.6
10	74	10.2	63	11.6
11	63	8.7	52	9.6
12	55	7.6	40	7.4
13	55	7.6	35	6.5
14	18	2.5	13	2.4
15	10	1.4	7	1.3
16	2	.2	2	.4
17	3	.3	3	.5

TABLE XXV
SPECIAL SUMMER TESTING PROGRAM
MIGRANT STATUS

	Interstate		Intrastate		Formerly Migratory	
	N	%	N	%	N	%
Pretest	122	18.8	210	32.3	316	48.7
Post-test	95	19.6	155	32.1	207	42.9

TABLE XXVI
SPECIAL SUMMER TESTING PROGRAM
DAYS ENROLLED

	N	%
0-5 Days	29	4.0
6-10 Days	30	2.8
11-15 Days	28	3.9
16-20 Days	42	5.8
21-25 Days	287	39.5
Over 25 Days	320	44.0

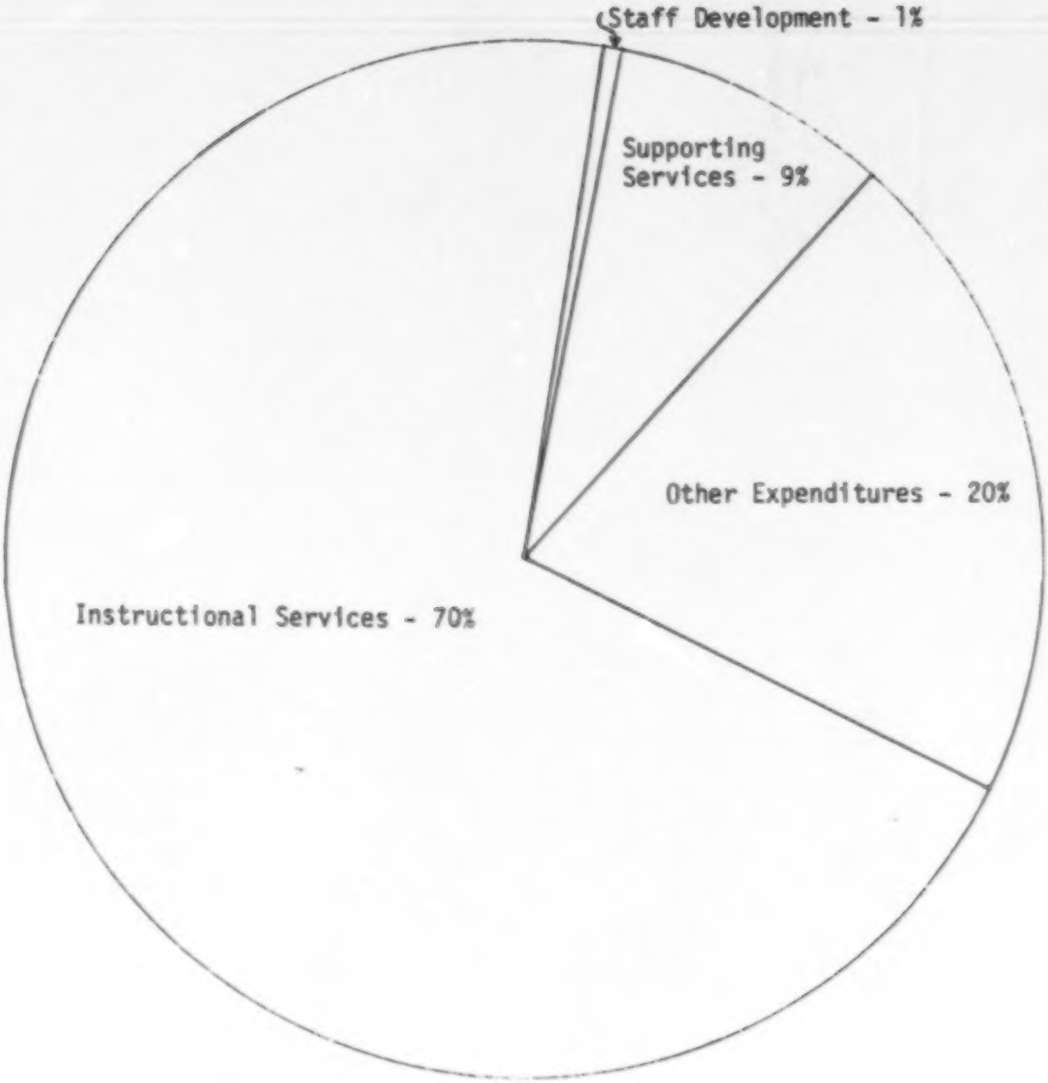
TABLE XXVII
SPECIAL SUMMER TESTING PROGRAM
DAYS IN ATTENDANCE

	N	%
Not Indicated	46	2.9
0-5	49	6.8
6-10	26	6.4
11-15	58	8.0
16-20	96	13.3
21-25	281	38.9
Over 25	170	23.6

FIGURE VIII

MIGRANT PROGRAM EXPENDITURES

1975*

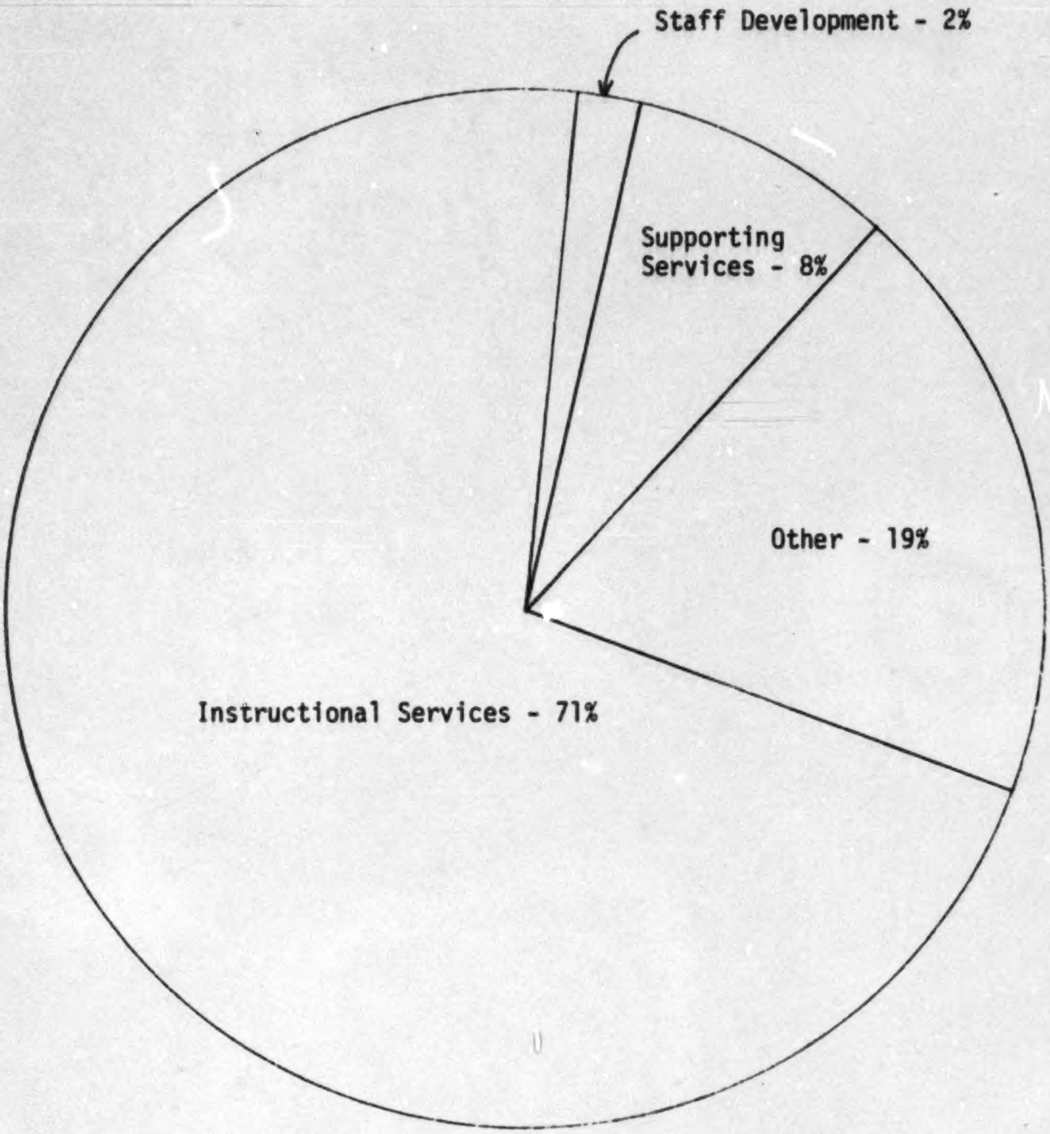


*Total allocation for the 1975 fiscal year - $1,508,299.

FIGURE IX

MIGRANT PROGRAM EXPENDITURES

1976*

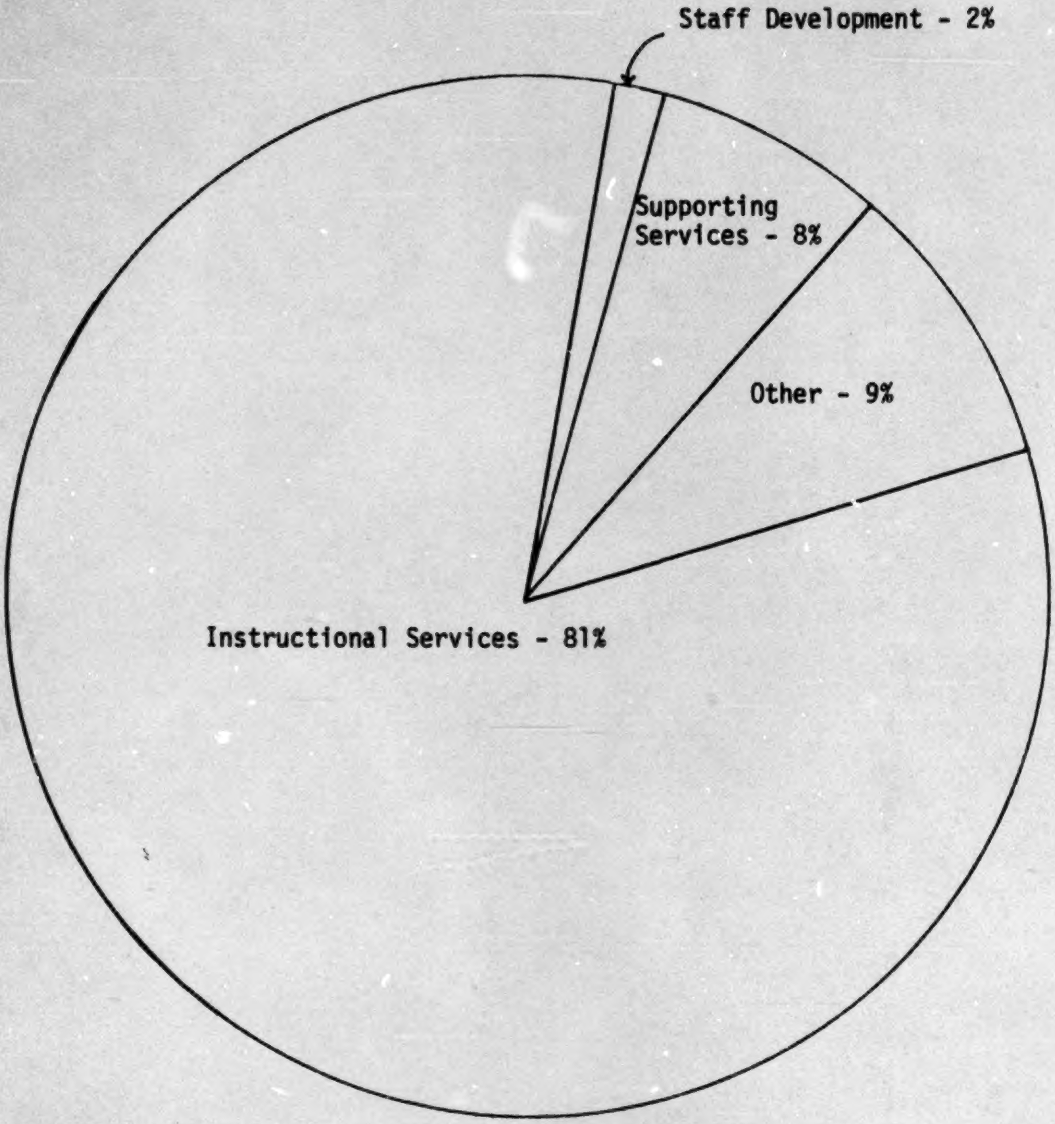


*Total allocation for the fiscal year of 1976 - $1,828,031.

FIGURE X

MIGRANT PROGRAM EXPENDITURES

1977*



*Total allocation for the 1977 fiscal year - $2,547,029.